

CATHOLIC SCHOOL *Journal*

PALMETTO AND PINE STREETS
NEW ORLEANS 1, LA.

This Issue:

**Foundation for a Philosophy
of Education**
Edward A. Fitzpatrick, Ph.D.

**Every Catholic Child in a
Catholic School**
Sister Vincent Therese, C.S.J.

**Annual Convention
of the N.C.E.A.**

Aids in Teaching Biology
Sister M. Anselma, C.S.C.

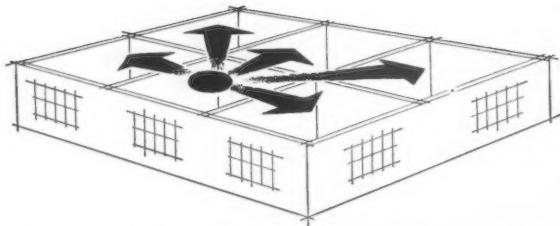
**Celebrating Holy Week
with the Church**
Sister M. Cletus, S.M.

**This is the
Pre-Convention Number**



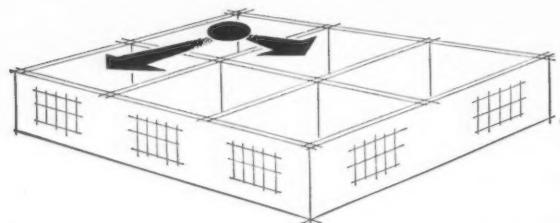
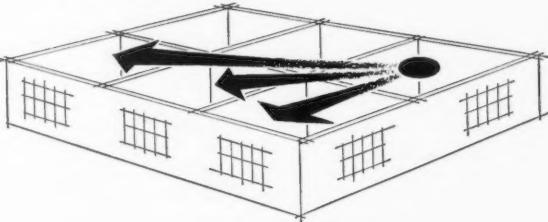
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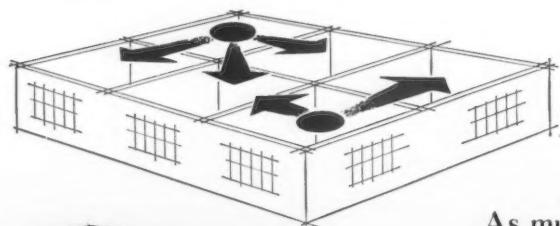
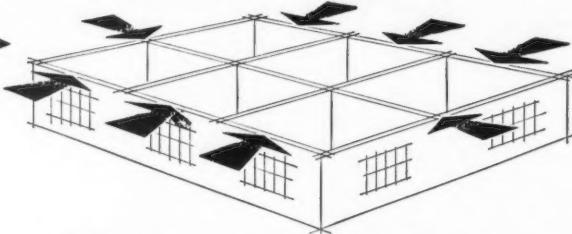
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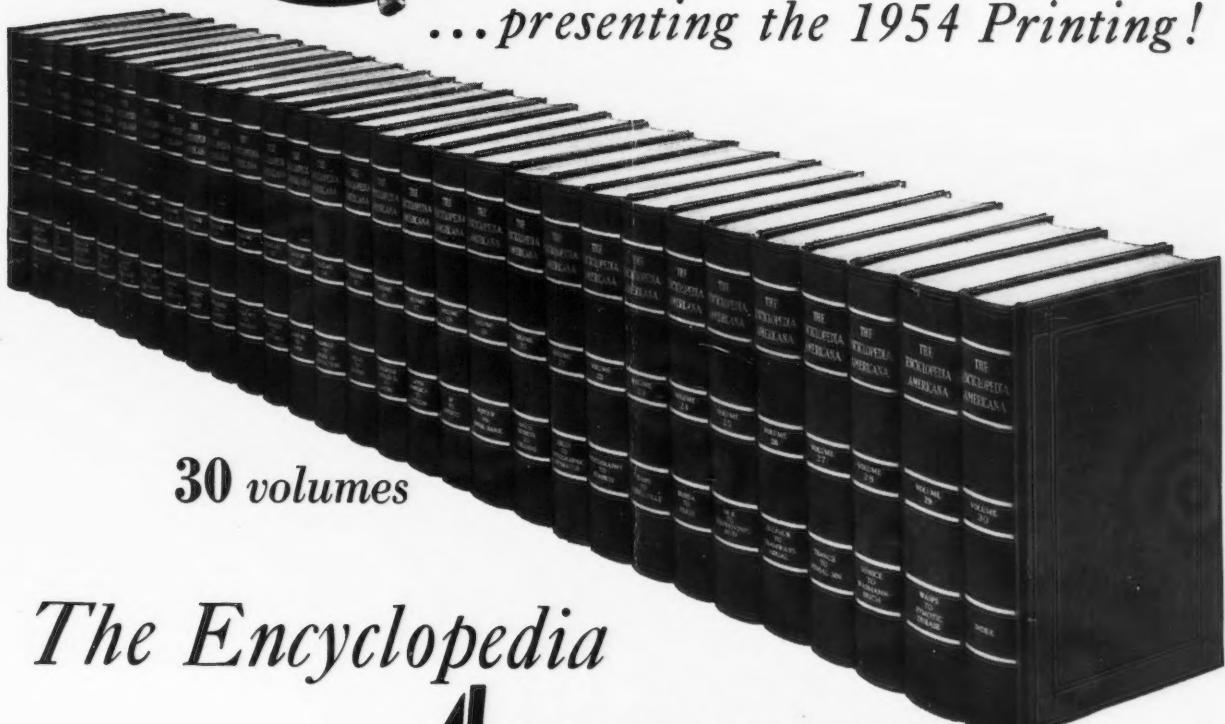
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THE CATHOLIC SCHOOL Journal

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Volume 54

Number 4

April, 1954

N.C.E.A. Convention

The fifty-first annual convention of the National Catholic Educational Association will be held at the Conrad Hilton Hotel in Chicago, April 19-22. On pages 114-116 of this issue you will find a summary of the program and pictures of officers and speakers. Read again Msgr. Cunningham's article about Catholic education in Chicago on pages 77-81 of the March CATHOLIC SCHOOL JOURNAL.

Pre-Convention Issue

In addition to the announcements of the convention, we suggest that you read all the general articles and the practical aids for your department. They supply considerable background for following the program.

Beware of Frauds

The season is here or near when fraudulent agents may approach you for your subscription to this and other magazines. The CATHOLIC SCHOOL JOURNAL has no traveling subscription agents.

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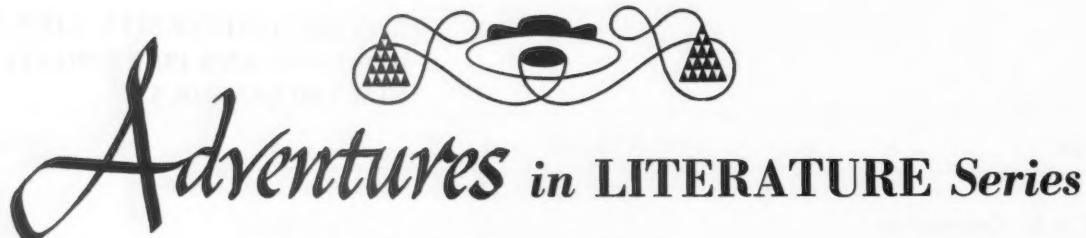
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The Catholic Editors:

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*Catholic
Editorial
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*Catholic
and
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*Modern
and
Classic*

Brother John Baptist Titzer, C.S.C., Supervisor, Holy Cross Brothers, Notre Dame, Indiana; Sister Mary Alexandra, S.C., Supervisor, Sisters of Charity, Convent Station, New Jersey; Sister Mary Eucharita, C.S.J., English Department, Sacred Heart High School, Newton Centre, Massachusetts; Sister Mary Patricia, C.S.J., Diocesan High School Supervisor, Cleveland, Ohio; Sister Madeleine Sophie, S.S.N.D., Chairman, English Department, Messmer High School, Milwaukee, Wisconsin.

The Catholic editors based the Cardinal Newman Edition upon the largest-selling high school series—the 1952 (Mercury) edition of the ADVENTURES IN LITERATURE series. The Catholic editors made changes not only in many of the selections, but also in introductions, in footnotes, in questions following selections, in reading lists, and in the glossaries; the end result is a series which is Catholic in its philosophy of literature and "catholic" in the range, variety, and broad appeal of its selections.

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Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.*

THE NEW YORK TIMES Times Square, New York 18, N. Y.

New Power From the Atom The New York Times Filmstrip on Current Affairs for April

The world has a new source of power—atomic energy. On the horizons of nuclear science lie many peaceful uses of atomic energy in industry, agriculture, and medicine. But mankind is also confronted by the possibility of an atomic war, one in which nuclear weapons might be used to destroy our civilization.

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JAM HANDY 2821 East Grand Boulevard, Detroit 11, Mich.

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AIR REDUCTION COMPANY 60 East 42nd Street, New York, N. Y.

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produced by Air Reduction. It is a basic documentary film about the atmospheric gases—oxygen, nitrogen, argon, helium, and the other rare gases—covering their key uses in industry, and the numberless ways they appear in our daily lives as parts of familiar products.

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INTERMEDIATE, JUNIOR HIGH

(Continued on page 6A)

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INTERMEDIATE, JUNIOR HIGH

(Continued on page 6A)

*Editorial Consultant for Audio-Visual Aids.

Audio-Visual Aids

(Continued from page 5A)

Your Health at School (1 reel, sound, color or B & W).

Pupils, teachers, and other school personnel all must work together to make the school a healthful place. In this film we see what the school does to provide a pleasant, clean, and healthful atmosphere. Children learn that they, too, can help by observing good personal

health habits and by promptly reporting illnesses or injuries to their teachers.

INTERMEDIATE, JUNIOR HIGH

Your Health in the Community (1 reel, sound, color or B & W).

The people of a community are largely dependent upon that community for safeguarding their health. This film stresses the many important services of a public health department and other departments aimed at maintaining and improving the health of the

community, and gives concrete ways in which the individual may co-operate in his community's health program.

INTERMEDIATE, JUNIOR HIGH

Your Health: Disease and its Control (1 reel, sound, color or B & W).

What causes diseases, how do they spread, and how can they be controlled? Through photomicrography and animation, we learn how harmful microbes are carried and spread, how they enter the body, get beyond the body defenses, and cause sickness. The film encourages us to help control disease by protecting ourselves from disease carriers, by building up our body defenses, and by following good health habits.

INTERMEDIATE, JUNIOR HIGH

Johnny Appleseed: A Legend of Frontier Life (1½ reels, sound, color or B & W).

The inspiring story of Johnny Appleseed—a man of peace whose goal in life was to make the world a better place for all living creatures—is imaginatively retold against the background of pioneer America. We see how Johnny's love of God and nature started him on a mission that was to last all his life and make his name known throughout the land.

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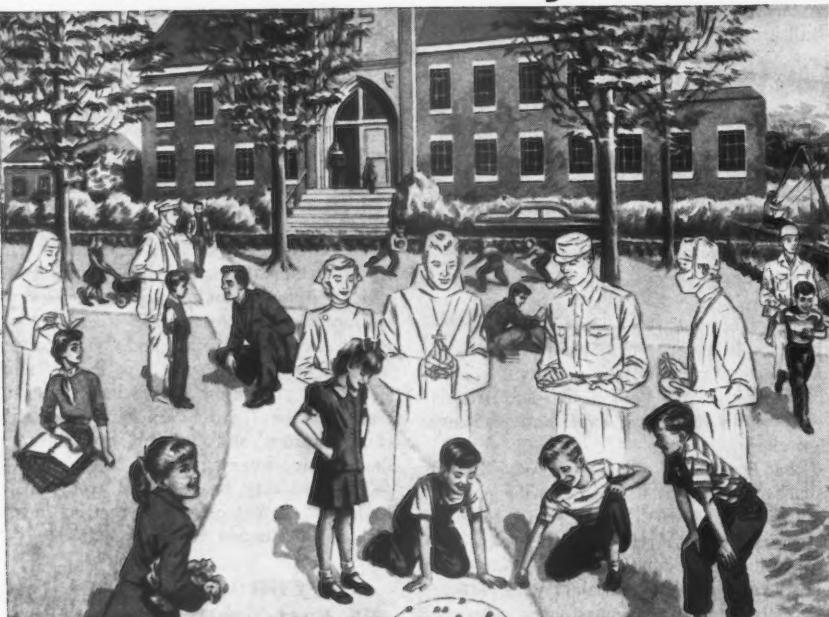
Our National Government— How It Developed

The Declaration of Independence (46 frames).
The Articles of Confederation—A Plan That Failed (56 frames).

The Making and the Adoption of the Constitution (56 frames).
The Growth of the Constitution (58 frames).

Series Content: This series effectively crystallizes in filmstrip form the following steps in the development of our national government: (1) the creation of the Declaration of Independence and, simultaneously, the creation of a new government inspired by dissatisfaction with English rule, (2) the realization of the first plan of union (the Articles of Confederation) brought about by the colonists' desire for an effective form of government, (3) the birth of the new document, the Constitution, evolved to eliminate the difficulties which beset the Articles of Confederation, and (4) the provision for a constitutional safeguard, our amending process, which permits the process of change to meet the needs of the times and yet protects man's liberties for all time.

Utilization: This series of filmstrips on the national government may be used effectively for the following purposes: (1) to build an appreciation of the various important stages in the creation of our democratic government, (2) to aid students in understanding the principles that are incorporated in the basic American documents, (3) to develop an ap-



"What will today's 'Michaels' and 'Susans' be tomorrow?"

That's a question teachers must often ask themselves as they observe their young charges at study or at play . . .

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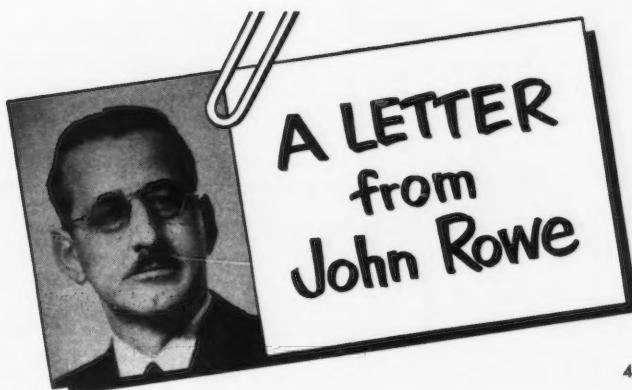
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(Concluded on page 8A)



ENCYCLOPÆDIA BRITANNICA

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Dear Friend:

Are you a forgetter?

It pays to forget.

Do you organize your forgetting or your remembering?

"Forget this"

"Remember this"

I've often wondered whether successful persons forget more or remember more. Or do they just organize their forgetting and remembering better? I believe it's a matter of organization. Each of us has to learn untold numbers of things and remember many of them, but we also forget most of them.

Now the question is, which to remember and which to forget. You need a system in order to keep your mind open to learn and remember the new things. If you know of a place where someone is putting down all those little things you need from time to time, you can clear out of your remembering section a lot of unnecessary items and open it up for the new.

Your date and appointment book is your personal organized-forgetting, as is your list of addresses, telephone numbers and birthdates. Yet these are important items for you and you know where to look when you need them. In the meantime you read, you listen, you see, you think and your mind is free to sort out those things to remember and forget.

How do you decide? You skip over most of the meaningless words and pick up the choice new ideas. You get bored with the longwinded guy who rambles on and never gets to the point but may remember an idea he gave you. We actually see so little of what we look at and then only that for which we are looking. And thinking—well that's hard work—but if the mind is free from the odds and ends it can do a better job.

If the ideas and facts that are important to the problem at hand can be brought out for use and if you know where the other facts and ideas are put down for your use as needed, you can certainly come closer to a good solution to your problem.

So what is the point of all this? We at *Britannica Junior* believe these things to be true and are trying to provide young people with a method of organizing their forgetting-remembering system. We have organized a goodly portion of the knowledge of the world needed by children into one set. We have done an organized job of forgetting for the children by not even including the myriad of things that no longer have any bearing on today or tomorrow.

In fact we have recently added to our staff, Don A. Walter, as managing editor of *Britannica Junior*. Dr. Walter has spent the last twenty-five years working in education trying to sort out that part of the old that was unnecessary and adding from the new that has meaning to young minds.

So we do forgetting-remembering, organized on a big scale; big as history itself down through the ages; big as the world today with all its complexities. That's our business, and I believe you'll find it good business for you too.

Sincerely,

John R. Rowe
Educational Director

Audio-Visual Aids

(Concluded from page 6A)

preciation for the early American leaders whose farsightedness helped to create those freedoms enjoyed throughout our history, (4) to help young people and adults arrive at a true understanding of the American "way of life," and (5) to assist young people, adults, and immigrants in gaining a better understanding of our government in relation to its development. The author has facilitated utilization by including a number of frames in each filmstrip devoted to setting up objectives and discussion questions.

The Life of Christ

*The Annunciation and Magnificat
The Birth and Childhood
Jesus Begins His Ministry
Jesus Attends the Passover
Jesus Begins His Galilean Ministry
Jesus' First Tour of Galilee
Jesus at a Festival in Jerusalem
Jesus Performs Miracles in Galilee
Jesus' Second Tour of Galilee
Jesus Withdraws From Galilee
Jesus, The Good Shepherd
The Good Samaritan
Jesus Teaches in Perea*

*The Prodigal Son
Jesus' Closing Ministry
Jesus Raises Lazarus
The Last Supper
Jesus' Resurrection to Ascension*

Series Content: "What think ye of Christ? Whose Son is He?" (Mt. 22:24.) This series of 18 filmstrips produced in beautiful color is based on the conviction that the soul-satisfying answer to this question lies in the study of Jesus' own life. Then, too, Father O'Brien states, "We have only to study the portrait of the Gospels to see in Christ a person who obviously was a man like unto ourselves," complete with all the joys and sorrows which confront us in our own daily lives. Father O'Brien's excellent Teacher's Manual includes selected passages from the Bible together with helpful commentary that may be expanded according to the purposes involved. Prevailing throughout is a true picture of our divine Saviour's life, complete with all its beauty, strength, humility, and compassion. Also included are simple, custom-made maps of Bible lands. Lastly, these films are so organized that they are capable of being used with a wide variety of age levels.

Utilization: These filmstrips may be used effectively in the following ways: (1) in religion classes to further knowledge of the life of Christ, (2) in adult convert work to present the truth as found in holy Scripture, (3) in Christian Family Movement, Confraternity classes, etc., to endeavor to put into practice the principles of Christlike living, and (4) in Church history classes to help familiarize students with significant events as related in the New Testament.

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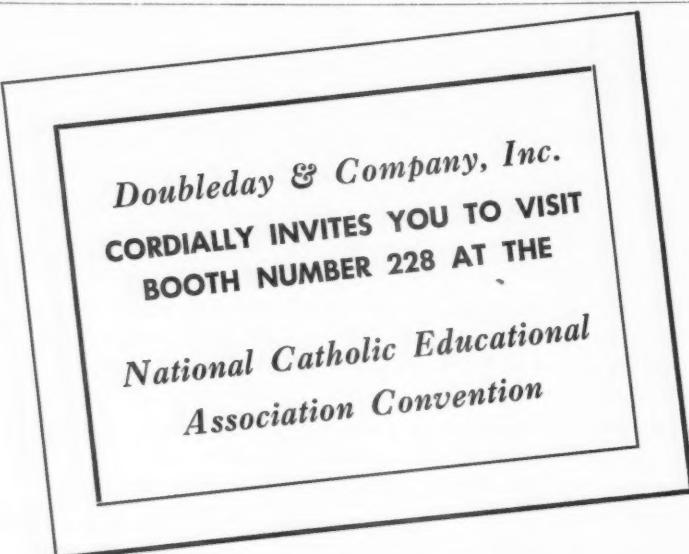
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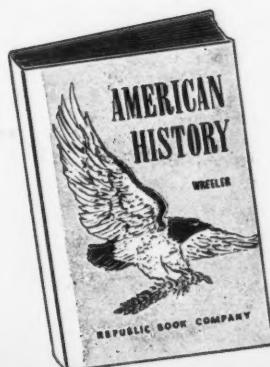
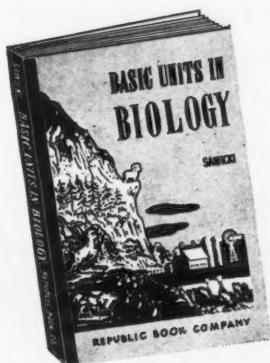
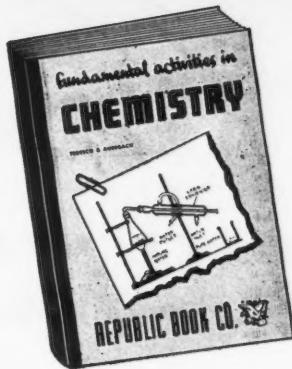
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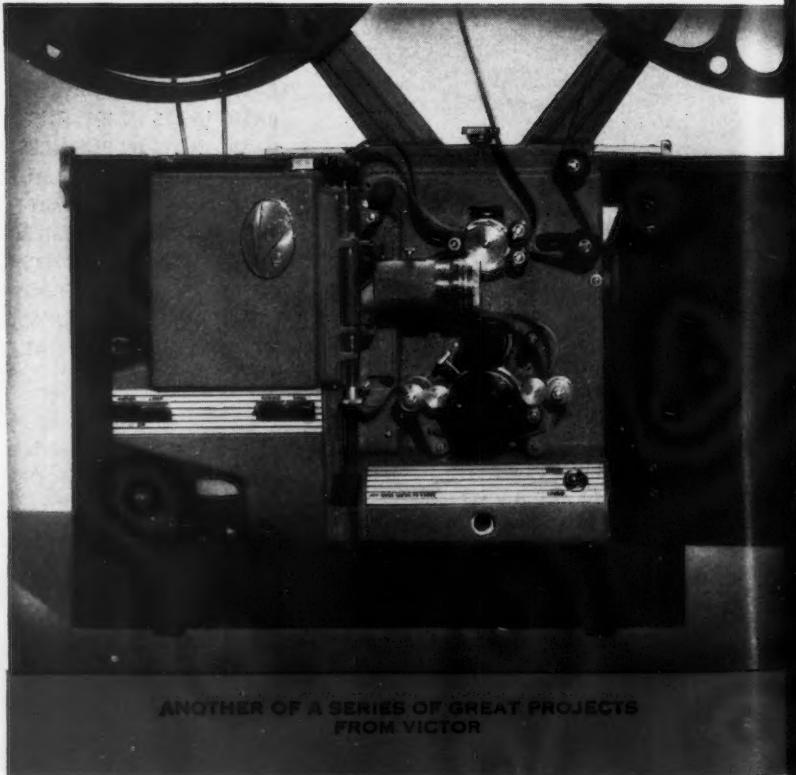
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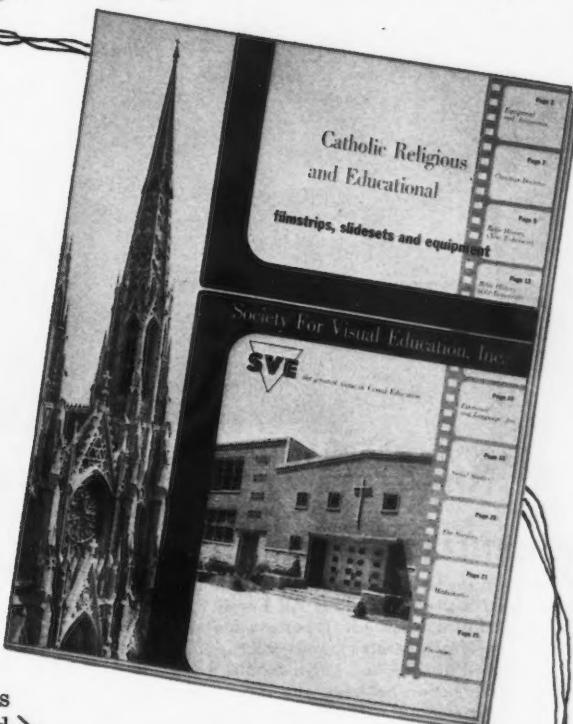
Doctrinal filmstrips carry the Nihil Obstat and Imprimatur of appropriate authorities.

Annotations on the educational filmstrips were prepared under the direction of Sister Mary Esther, C.P.P.S., a supervisor for the Archdiocese of St. Louis, and an instructor in audio-visual methods at St. Louis University, and in co-operation with the classroom teachers and committees in the schools of the Archdiocese of St. Louis.

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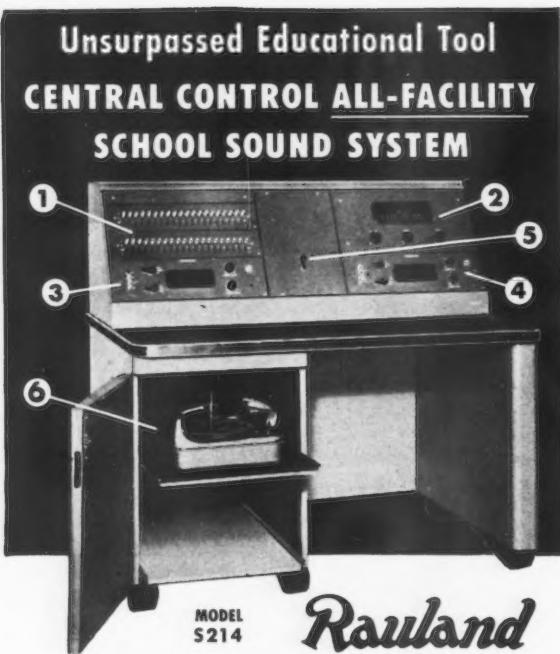
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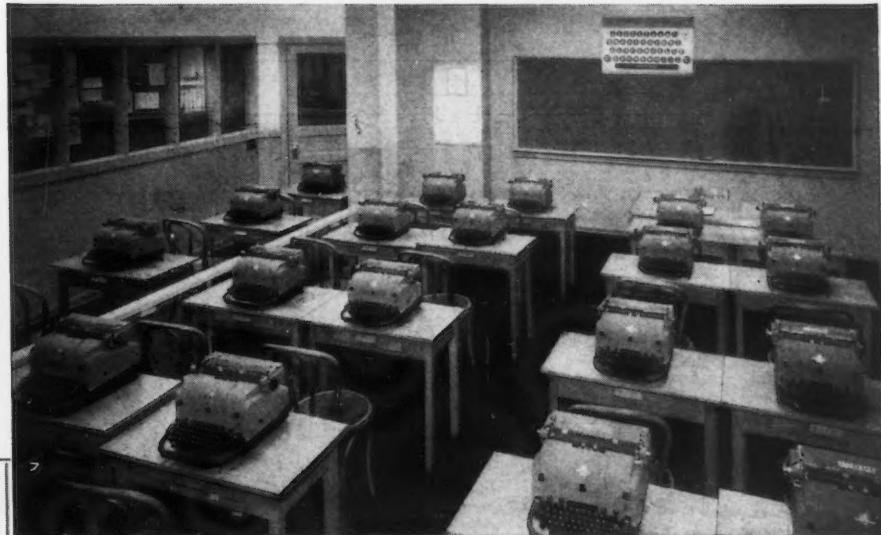
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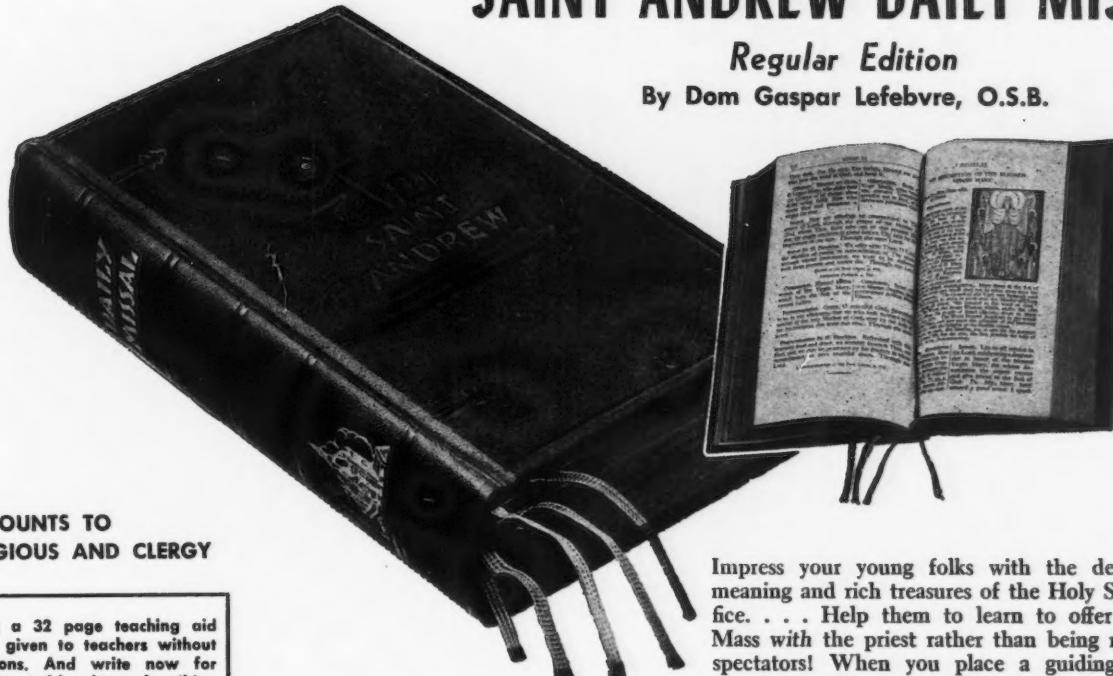
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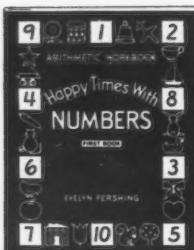
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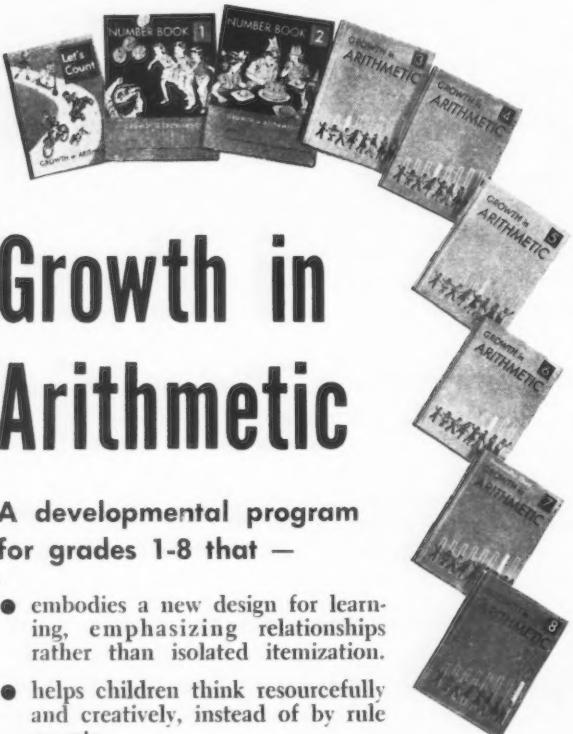
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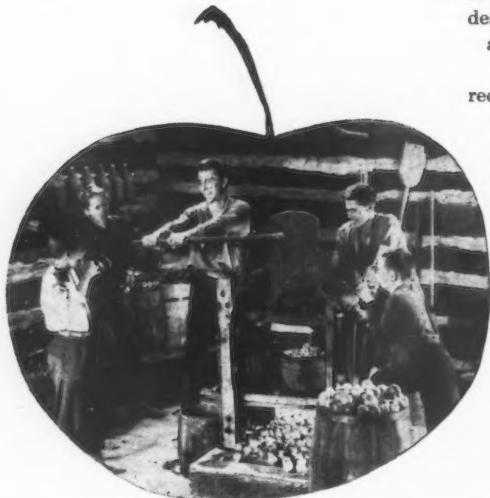
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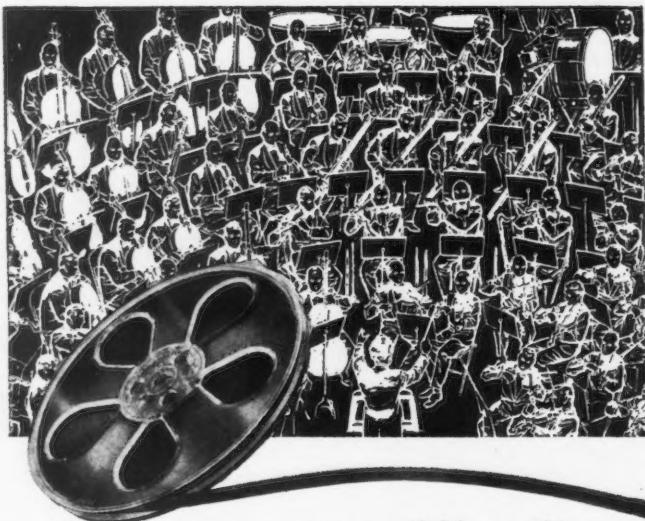
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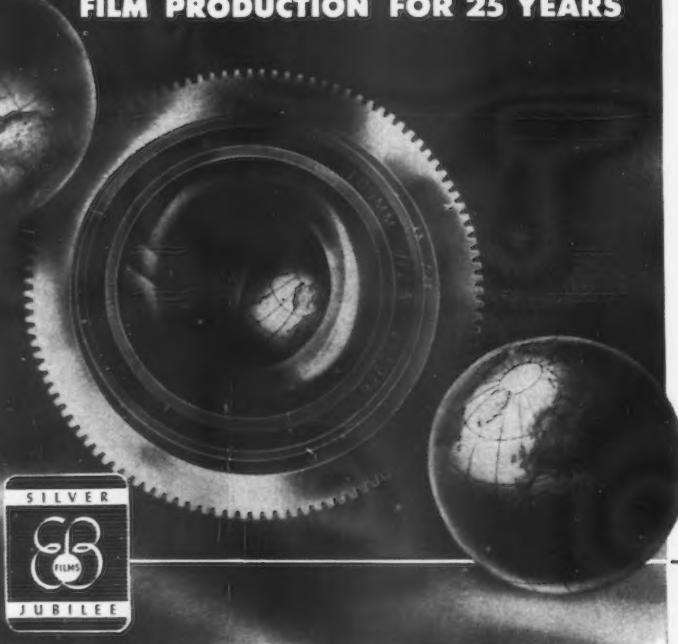
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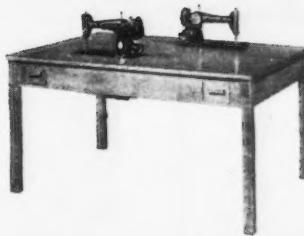
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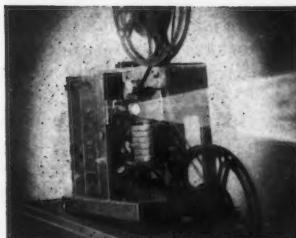


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Educational Television

The Issues of Human Life as the Foundation for a Philosophy of Education¹

Edward A. Fitzpatrick, Ph.D.

I.

The Supreme Importance of a Philosophy of Life

FOR the individual, the philosophy of life is the most important part of his life. This is true of the teacher, and it becomes increasingly true of the student as he grows in wisdom and in years. The central fact in human living and in human relations is a philosophy of life. William James in *Pragmatism* begins his famous discussion on this key by quoting Chesterton's *Heretics*:

But there are some people, nevertheless—and I am one of them—who think that the most practical and important thing about a man is still his view of the universe. We think that for a landlady considering a lodger, it is important to know his income, but still more important to know his philosophy. We think that for a general about to fight an enemy, it is important to know the enemy's numbers, but still more important to know the enemy's philosophy. We think the question is not whether the theory of the cosmos affects matters, but whether, in the long run, anything else affects them (*Chesterton's Heretics*, pp. 15–16).

The Difference a Philosophy of Life Makes

And so, Ruskin in his contact with English audiences found them hesitant, indecisive, nebulous; acquiescent, if it helped ego expansion, and violent, if it put any responsibility on the individual.² This is, of course, true of American audiences today. And so, Ruskin in *The Crown of Wild Olive* puts the case for a philosophy of life perhaps even more trenchantly in its application to work, to war, and to business in these words:

For if you address any average modern English company as believing in an Eternal life, and endeavor to draw any conclusions, from this assumed belief, as to their present business, they will forthwith tell you that "what you say is very beautiful, but it is not practical." If, on the contrary, you

frankly address them as unbelievers in Eternal life and try to draw any consequences from that unbelief, they immediately hold you for an accursed person and shake off the dust from their feet at you. And the more I thought over what I had got to say, the less I found I could say it, without some reference to this intangible or intractable part of the subject. It made all the difference, in asserting any principle of war, whether one assumed that a discharge of artillery would merely knead down a certain quantity of red clay into a level line, as in a brickfield; or whether, out of every separately Christian-named portion of the ruinous heap, there went out, into the smoke and dead-fallen air of battle, some astonished condition of soul, unwillingly released. It made all the difference, in speaking of the possible range of commerce, whether one assumed that all bargains related only to visible property—or whether property, for the present invisible, but nevertheless real, was elsewhere purchasable on other terms. It made all the difference, in addressing a body of men subject to considerable hardship, and having to find some way out of it—whether one could confidently say to them, "My friends, you have only to die, and all will be right"; or whether one had any secret misgiving that such advice was more blessed to him that gave, than to him that took it.

A Philosophy Especially Important for Teachers

What has just been said is particularly true for those who would educate men. They must make some definite decisions in their effort to understand the man-making work of education. In living their individual lives teachers and students alike, within their capacity, must decide the business they are in, what is the undertaking they are engaged in. The fact that these great decisions or viewpoints are implicit rather than explicit in no way affects the truth of the Chesterton observation that man's philosophy is the most important thing about him, if anything else in fact matters at all. Shelley has phrased specifically the things we must answer if we do not wish to drift, as the flotsam and jetsam of the tides of social life, or be confused and frustrated in an existence scarcely human. Exclaims Shelley:

Whence are we and what are we
Of what scene the actors or spectators.

¹A full development of these issues is found in the author's recent book, *Philosophy of Education*.

²As Santayana put it, people want no gods who will put on them responsibilities which they do not want or not to their liking.

III.**Interrelation of Education and a Philosophy of Life*****Education Is Based on a Philosophy of Life***

Education itself is vitally related to philosophy. It is said it follows the flux and reflux of philosophical principles. Education needs for its orderly guidance a philosophy of life. De Hovre points out in his *Philosophy of Education*, p. xxvii, that "every conception of life involves a theory of education; every theory of education, in turn, is based on a philosophy of life." Bishop Spalding said: "A complete theory of education would be a complete philosophy of life" (*Things of the Mind*, p. 128). Demashkevich is more specific. He says: "An educational reformer cannot exercise an enduring influence unless his plan of educational reform issues from and is supported (a) by a solid philosophic foundation made of religious faith, or a rationally founded conviction, or both, relative to the ultimate certainty, (b) by a scale of values based on that certainty and relative to the good life in accordance with those values" (*An Introduction to the Philosophy of Education*, p. 36). Few people have gone as far as Dewey in declaring that philosophy may be defined as a general theory of education. He says:

The fact that philosophic problems arise because of widespread and widely felt difficulties in social practice is disguised because philosophers become a specialized class which uses a technical language, unlike the vocabulary in which the direct difficulties are stated. But where a system becomes influential, its connection with a conflict of interests calling for some program of social adjustment may always be discovered. At this point, the intimate connection between philosophy and education appears. In fact, education offers a vantage ground from which to penetrate to the human, as distinct from the technical, significance of philosophic discussions. . . .

If a theory makes no difference in educational endeavor, it must be artificial. The educational point of view enables one to envisage the philosophic problems where they arise and thrive, where they are at home, and where acceptance or rejection makes a difference in practice.

If we are willing to conceive education as the process of forming fundamental dispositions, intellectual and emotional, toward nature and fellow men, philosophy may even be defined as the general theory of education. Unless a philosophy is to remain symbolic—or verbal—or a sentimental indulgence for a few, or else mere arbitrary dogma, its auditing of past experience and its program of values must take effect in conduct (Dewey, *Democracy and Education*, p. 383).

III.**Confusion of Philosophical Terminology****Confused and Variant Terminology**

But as one looks for guidance to what is called philosophy, one is overcome at least, if not smothered in a confused and variant terminology. De Hovre, in an excellent book in the field, *Philosophy and Education*, discusses the educational theories of naturalism, socialism, and nationalism, and adds a chapter on Frederick Foerster as a philosopher of culture (not Kultur which Foerster abominates). J. Donald Butler in his *Four Philosophies and Their Practice in Education and Religion* discusses (1) naturalism under two forms: naïve naturalism, which includes materialism and energism; and critical naturalism, which includes positivism; (2) idealism; (3) realism, which includes epistemological monism and epistemological dualism, with references to pluralism and monism in general; (4) pragmatism, which is

compared to rationalism, empiricism, and the new scholasticism. In a recent doctor's dissertation on "The Conception of Being in Modern Educational Theories," Sister Bellarmine Romualdez, S.S.P.S., includes: experimentalism, new realism, emergent being and essentialism, educational humanism, and Thomism. Louis J. A. Mercier in his *American Humanism and the New Age* includes a variety of humanisms; namely, classical humanism, humanitarian humanism, supernaturalized humanism, theistic integral humanism, theistic humanism, and humanitarian naturalism. Among the misconceptions of education discussed in Maritain's *Education at the Crossroads* are pragmatism, sociologism, intellectualism, and voluntarism. Redden and Ryan, in their *Catholic Philosophy of Education*, devote two hundred pages after the main discussion to naturalism, socialism, nationalism, communism, experimentalism, and democracy.

Terminology, Verbalism, and Confusion

No real good can be gained by entering this terminological gobblegook. The result would only be confusion and frustration. This in no way is a retreat from the position of this introduction that a philosophy of education either implicitly or explicitly is an embodiment of a philosophy of life. Perhaps the words "of life" added to "philosophy" may make the difference. What we want is probably suggested by that fact. What we want are philosophers rather than professors of philosophy as our guide. What we are concerned about is the multiplication of terms standing in the way of a direct understanding of the major problems themselves. We do not want the mind cluttered up, darkening the understanding, and leaving the individual in an inevitable verbalism resulting in formal learning or understanding, but without substance or meaning.

The Student Must Face the Issues, Not the Terminology

For the student entering upon the graduate study of the philosophy of education, he should be invited to ask himself and consider what are the questions or problems that are involved in a philosophy of life which have both consciously and unconsciously such a great influence on educational activity in schools and out of schools, and on the process of the self-education of the student under tutelage, and alone and in crowds or groups.

IV.**What Is the Problem of a Philosophical Basis for Education?****The Need for Theology**

Let us listen to some suggestions as to the problems. Maritain says: "If the conception of man, of human life, human culture, and human destiny is the basis of all education, there is no really complete science of education, just as there is no really complete political science, except such as is correlated and subordinated to the science of theology" (De Hovre-Jordan, *Philosophy of Education*, p. ix). Hardly an acceptable solution to many, even a Hutchins, who has the same conviction, but who made a too generally acceptable retreat to metaphysics. Yet, strangely, even in Locke, in Comenius, in Milton, in Froebel, theology is an integral part of their educational theory—basic to their more practical discussion.

General Objectives of Education

An interesting statement of the basic things education must be concerned with is the statement of the general objectives of education as stated by the Department of Superintendence of the NEA in their sixth yearbook. Here we have the educators, themselves, telling what they must deal with:

The general objectives of all education may be stated as follows:

1. To promote the development of an understanding and an adequate evaluation of the self.
2. To promote the development of an understanding and an appreciation of the world of nature.
3. To promote the development of an understanding and an appreciation of organized society.
4. To promote the development of an appreciation of the forces of law and of love that is operating universally.

The individual self, nature, society, and God — these four, and in particular the adjustments which the individual self must make — constitute the objectives of education (pp. 14-15).

A general educational theory, including a philosophy of education, must then reach some definite conclusions about God, society, nature, and self before it can face the more specific educational problems.

The Situation Requiring Philosophical Thinking

William H. Kilpatrick has described four situations which are peculiarly the province of philosophizing:

First, wherever there is indecision or doubt or dispute regarding the "good life," that is, the life that we shall approve and seek.

A second situation which calls for philosophizing in education is to be found *wherever the school must make a choice among persons or in the relation of person to person.*

A third and very far-reaching type of situation calling for philosophizing is *where a principle, or even fact, established in respect to abstracted data is sought to be applied in general.*

The fourth and final situation calling for philosophizing has to do with *questioning assumptions* ("The Relations of Philosophy and Science," *School and Society*, July 13, 1929, Vol. 30, pp. 44-46).

V.

Simple Specific Questions

Questions Come Thick and Fast

Our central interest in education is man. What is he? A body? A spirit? Or a combination? Or can he be considered under some other ideas? Where are we? What is this place? How did it come to be as it is? It seems ordered. What is the nature of this order? How did it come to be? Who guides it? Who are all these other things or persons just like me, and these animals and plants? What is my relation to them? Here, in short, is Nature and Society. What is my relation to them? And what is Death, the be-all and end-all, or the entrance into a fuller life, a higher life? What is the Beatific Vision? Perhaps for Man and Nature and Society there is a Cause, as we think for everything else, a First Cause who brought it all into being, and a Superintending Providence directs it. Or perhaps it is just a fortuitous combination of some primitive matter, self-existing, which goes merrily on its way. Is it a fool or a wise man who said in his heart, there is no God. Is this a God-directed universe or not? Such are the questions which man in his uncertainty has called loudly in the night for an answer. It is Shelley's cry: "Whence are we and what are we — Of what scene the actors or spectators?" Or is it Carlyle's affirmation that "The Universe is not dead and demonical, a charnel house for specter, but Godlike and my Father's." Or more simply in Kant's language. "What can I know? What ought I to do? What may I hope?"¹³

¹³Cf. Demashkevich's questions as they piled up. What am I for? What is the purpose of all things that exist? What is the goal of the universe? Why should there be a universe rather than nothing? Is anything truly real? Is there a true reality — the

Do Such Questions Make a Difference

Strangely enough these questions that men have asked through the ages are the very questions that education needs to have answered before it can intelligently utilize effectively its means. The answers to these questions have in them the ends and purposes and design of education, and even the character and nature of the means.

Let us see if such questions as the pragmatist says would make a difference. Where am I? What is the world? And the question as men have phrased it in order to understand its nature, even its reality. What is it made of? Water, fire, air, or a more penetrating substance? Who made it? How did it come to be? What was the Cause? Or as someone asked, what was the uncaused Cause? Was the cause God, or is the world fortuitous, self-existing? Men have answered the question in two ways.

VI.

The Nature of the Universe

God's Universe

Let us examine the first answer. The universe was created by God from out of nothingness. He is the Creator. All things made, including man, are His creatures. While some men have said that God created the universe and then left it to run according to the laws of its creation, the prevailing notion of believers is that God continues an over-all Providence of His creation.

A Self-Existent Universe

The other answer is that the world is self-existent; it needed no God to create it nor to continue His Providence over it. It is Nature. It is matter. Its law is the survival of the fittest. Its nature is the nature of the machine — mechanical — a mechanism.

Now the answer to the basic question as to the character of the world we live in has reverberating reactions. The denial of God makes all nature one under the laws of mechanism. It is the law of things. Man, like all other things or creatures, is part of nature. He is nothing more nor less than other animals. Life has no purpose, and his concept of man raises Hamlet's protest:

What is man
If his chief good and market of his time
Be but to sleep and feed? A beast, no more.
Sure He that made us with such large discourse,
Looking before and after, gave us not
That capability and god-like reason
To fust in us unused.

(William Shakespeare, *Hamlet*, Act IV, Scene 4, lines 33-39.)

VII.

The Nature of Man

Man As Animal — A Social Conception

Or may we assume, still recognizing man as an animal, as part of nature, living under the laws of mechanism, that he has nevertheless climbed out of the sea onto the land and more immediately came from his arboreal ancestors swinging in trees, the monkey people or gorillas, and has by slow degrees in the struggle for existence developed his cunning or his adaptability or power

reality beyond all doubt? If there is one, what is its true, intimate nature? What are all things-in-themselves in distinction from their appearances or phenomena? What is death? Is it the dissolution of a being once and forever, for eternity? Or, on the contrary, after an individual's death does his life continue in an invisible way, in an invisible world? In the latter case, what is that world, and where is it? And when he asks Kant's questions: "What can I know? What ought I to do? What may I hope?" (*An Introduction to the Philosophy of Education*, Demashkevich, pp. 46-47, American Book Company, 1935).

of adjustment, and after his mindless days developed reason to the point of attaining what in our more sophisticated days we would call a social conscience. So man, rising above the beast, becomes a social and rational animal. He develops principles of social expediency. He learns to live with others. He finds out the meaning of co-operation and mutual aid. He manifests what is called humanitarianism. He understands the instant need of things. He does not know moral responsibility, but he manifests a natural goodness.

Man As a Child of God

The affirmation that there is a God, a personal God who made heaven and earth, including man, creates an entirely different sequence. The universe is seen as an orderly place ruled by law, under the Providence of God. It has purpose, and manifests in every way the intelligence of its Creator, which men in their search to understand discover everywhere the amazing fecundity, depth, and omniscience of the Creator. Man, made in the image and likeness of his Maker, has in human measure this rationality and intelligence. As God's creature, his purpose is to do God's work in the world, to realize the God-given potentialities of his nature, and to find with his Maker and Master the reward of living up to the highest potentialities of his nature in a supernatural life—a return to God whence he came as his human body returns to the dust of which it was made, the dust of the earth.

VIII.

The Nature of Society

What Is Society

—And what of society? The belief that man is another animal, a part of nature—though too often manifest—is not accepted in the extreme form. Man's history has shown periods, as in King Arthur's day, when the beast was more and more, and man was less and less. Man's relations with man are those of expediency, a desire for the greatest happiness for the greatest number, a desire for an immortality in minds made better by our presence. There is no Providence of God, no Grace of God, but man is autonomous and self-sufficient. There is no sanction, such as the reward of a future life nor the consolation of the brotherhood of man under the Fatherhood of God. The sanction, if any, must be found in the individual man and his own immolation on the altar of the social—the group. The actual social results in the contemporary society are obscured by the fact that social life is using the capital of the Christian centuries.

Society in Religious View

Society in the other or religious view is under God's Providence. Man is God's creature—a child of God. All men are brothers and should manifest the spirit of mutual helpfulness of brothers. The Ten Commandments of God forbid the major social destructive tendencies of man, and the positive interpretation of them helps make life livable and human and moral and spiritual. And though a God of mercy, He is also a God of justice, meting out punishment to those who violate His law and injure the neighbor. In a strictly religious sense, mankind constitutes the great Society which St. Paul defines and calls the Mystical Body of Christ, with Christ Himself, the Head and all men the Body, and permeated by the redemptive power of Christ through His grace.

IX.

It Makes a Difference

And there is our problem. Does it make all the difference in educational theory and practice, what you believe?

1. Whether you believe there is a God, the Creator of heaven and earth, or whether you believe the world is self-existent, a part of nature?

2. Whether you believe man is a body merely, part of nature, autonomous, self-sufficient, or whether he is a spirit or whether he is a body-spirit, a creature—a child of God, destined for an eternity of happiness or pain dependent on how he lives his life with his fellow human mortals on the earth?

3. Whether society is a struggle for existence, a survival of the fittest, or rising above the animal origin of man, a living together of human beings dependent on individual human wills only, without an overruling Providence, no moral law except social expediency, and striving to subordinate individual well-being to group or social welfare, or whether society is the mutual or cooperative activity of human beings on a stage under God's overruling Providence and whose final scenes are in another world where they shall be rewarded or punished for the violations of His moral law and an eternity of joy awarding His faithful children?

X.

Education and the Views of the Universe

It may be well to indicate in a somewhat summary form the difference it makes for education which way the basic problem of human existence is answered.

Let us see if the basic philosophic positions would really affect education and teaching. If there is a personal God, who is the Maker of heaven and earth, including man, there is purpose in the world, and education must find its place in relation to that purpose and learn how to promote it. If there is no God and the world is self-sufficient or fortuitous, and its order is the order of mechanism and there is no right or wrong, then education may be on the order of animal training, or assuming the ascent of man and the emergence of mind in the evolutionary process, education may achieve a social expediency, at least the individual is lost in the cosmic or social process, and man may achieve a social Nirvana.

If the universe is just mechanical, self-existent, and we live under inexorable physical law as the animal does, then education is a problem of animal training by cues within the limits of his "instinctive" original nature. If the universe is the creation of a personal God, with a purpose for His creatures, and especially man, who is like Him, and the laws of the universe are spiritual as well as natural, and "all things are put under His feet," as the Psalmist says, then man's education must be ordered to the Divine Purpose in the universe and must be in conformity with spiritual as well as natural law, and help achieve the specific purpose of man under God's Providence.

XI.

Education and the Views of Man

If man is just a child of nature, at one with the animals but different in degree rather than kind, with the inevitable conflict called in the religious man, original sin, but now more simply, as a struggle between his higher and lower nature, or more learnedly, between a will-to-power and a will-to-community, then education becomes merely a discovery of his tendencies, his interests and ideas, and their indulgence, striking, as it was wont to say, when the iron was hot, but with no clear guide as to which may be better, or accepting a standard which is best for him, if there were any standard for better or best as an animal. It was activity leading to more activity, and a naïve faith in an inevitable progress was the assurance that the direction was "right"—in spite of the overwhelming evidence of the

decay of civilizations. If man is, though, merely an animal in his own nature, evolves into a social, even a rational animal, and he thus becomes capable of an artificial social life which other animals are not capable of, and can rise to conceptions of mutual aid and co-operation, then education becomes a problem of encouraging the social propensities, and inhibiting the nonsocial, of using his rational powers to set before himself social ideals based on social expediency which will emphasize the group life. This is what is happening in our contemporary society and, strangely enough, overemphasizing the social at the expense of the individual to the extent of the absolutism of the group and the amazing human aberration called *groupthink*. If, on the other hand, man is a child of God, created for a purpose under a natural law as embodied in the Ten Commandments, but injured in his supernatural nature by original sin, but capable of being redeemed, the education is a process of knowing God and His laws and His work, loving Him and receiving an eternal reward for living according to the law of the love of God and the love of neighbor. If man is a spirit — soul-body — made in the image and likeness of God and created for God's glory and the advancement of man's estate, as Francis Bacon said, and if he understands this destiny and with revelation God's grace and his own mind is able to approximate, then education is a human thing, rather than animal training. It is a spiritual process instead of a merely bodily one, and he becomes, because of his spiritual nature, the most important agent of its achievement, as he helps carry along others in the process and education thus becomes a social as well as a spiritual process, self-directed and leading to self-mastery in the mastery of life.

XII.

Education and the Views of Society

And similarly with Society. Society may be a means or it may be an end. In much of contemporary educational literature, Society is the end. Then education must sacrifice the individual to social welfare or community welfare, must mold him to the cultural or social type, train rather than educate him in socially acceptable habits, and sacrifice his individuality to social regimentation. If, however, Society is a means, then the social process is tested by its achievement of a richer human personality, promoting his social as well as his ultimate destiny. In that case, the individual becomes the active agent of his own education for spiritual and social ends, which makes education self-education for the mastery of life.

Similarly is the view of the State. If the State is the end, the fulfillment of the human personality as man finds meaning only in absorption in the State. Then education is an external regimentation for extrinsic ends. But if the State, both as en-

vironment and as institution, is merely a means to the highest development of the individual's potentialities, then education is again a process in which the individual is himself the primary agent of his development — self-education, and the spiritual and social richness of human life becomes the means to the great supernatural destiny as well as the more immediate social ends of an individual in the world who is *sui generis*.

The strange thing had happened that the higher type of individual more in accord with his spiritual potentialities is being progressively and rapidly lost in the social process. The concept of the Society as the embodiment of the Mystical Body of Christ has been almost completely lost in educational literature, even the religious groups not emphasizing the Pauline Doctrine in its religious implications. The immediate problem is socially to emphasize the higher individual — the "new man" — as the result of a moralization of the social process, and educationally to facilitate the social environment in its tradition and contemporary cultural material for the self-education of the individual to achieve a worthy human vocation and an eternal destiny of happiness.

XIII.

What of Death?

And how can we end this introduction better than to discuss an inevitable question of Life which hardly ever is so much as mentioned in a philosophy of education? What of Death? The undiscovered country from whose bourn no traveler returns and puzzles the will? If Death is the be-all and end-all, then education shall make Life mean, with Omar Khayyam, "Ah, My Beloved, fill the Cup that clears today of past Regret and future Fears: *Tomorrow!* — Why, Tomorrow I may be myself with Yesterday's Sev'n thousand Years." Or shall education keep its eye too on another world "to mend all error and mischance" where men shall be bathed in "light and life," a supernatural world with God Himself. And education shall enable us to face it like not in sorrow and gloom, but bravely, the whole of it, and be prepared for it like Paracelsus.

And this is death, I understand it all
New being waits me, new perceptions must
Be born in me before I plunge therein
What last is Death's affair; and while I speak
Minute by Minute, he is filling me
With power; and while my foot is in the threshold
Of boundless life — the door unopened yet
All preparation not complete with.

Or like men less great than Paracelsus had entered the new life with the simple calm words, "Thy will be done."



G. C. Harmon



Most Reverend Fulton J. Sheen, Auxiliary Bishop of New York, will deliver a keynote address at the opening session.



— Greta Kempton
His Eminence Samuel Cardinal Stritch, Archbishop of Chicago, will celebrate the opening Pontifical Mass.



Most Rev. Edward F. Hoban, Archbishop-Bishop of Cleveland, President General of the N.C.E.A., will preach the opening sermon.

Fifty-first Annual Convention of the NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

Chicago, Illinois, April 19-22, 1954

THIS Eminence Samuel Cardinal Stritch will be host to the fifty-first annual convention of the National Catholic Educational Association which will open with a solemn pontifical Mass at 10 o'clock, Monday, April 19, at the Cathedral of the Holy Name in Chicago.

The first convention activity following the Mass will be the formal opening of the extensive exhibits in the main exhibition hall of the Conrad Hilton Hotel. Officials of the N.C.E.A. and of the Catholic Exhibitors Association will greet the delegates and the exhibitors. During the convention publishers of textbooks, library books, reference books, and educational magazines and manufacturers of all sorts of school furniture and equipment will display and tell about the very latest developments in supplying the necessary books, classroom aids, and school furnishings.

His Excellency Most Rev. Edward F. Hoban, president general of the Association,



— Ebert Photo
Rt. Rev. Msgr. Daniel F. Cunningham, Supt. of Schools, Archdiocese of Chicago; Chairman, Committee on Arrangements.



Rt. Rev. Msgr. Frederick G. Hochwalt, Secretary General of the National Catholic Educational Association, Washington, D. C.



Most Rev. Leo A. Pursley, Auxiliary Bishop of Fort Wayne, will address Secondary Dept. on the Marian Year.



Most Rev. John J. Wright, Bishop of Worcester, will address the Elementary Dept. on the Marian Year.

will preside at the opening civic reception in the grand ballroom of the Conrad Hilton Hotel at 2 p.m. on Monday. Keynote addresses will be delivered by His Excellency Most Rev. Fulton J. Sheen and Colonel Irene O. Galloway, commander of the Women's Army Corps.

The convention will close at noon on Thursday, April 22, with a final general meeting.

The Seminary Departments

Both the major and the minor seminary departments will conduct daily discussions of a number of important phases of seminary education. Among these there will be a paper on the "Preparation of Teachers for High

Schools" by Rev. Pius Barth, O.F.M.

On Tuesday afternoon the minor seminary department will hold a joint session with the vocations section.

On Wednesday at noon, the major and minor seminary departments will enjoy a joint luncheon at which Very Rev. G. H. Guyot, C.M., will speak on "Mary Immaculate."

College and University Department

The College and University Department has packed its program with addresses on and discussions of modern problems in Catholic higher education including such topics as



Rt. Rev. Msgr. Felix N. Pitt, Secretary, Catholic School Board, Louisville, Kentucky, speaker for Special Education Dept.



Rt. Rev. Msgr. James E. O'Connell, Rector, St. John's Seminary, Little Rock, Ark.; President, Major Seminary Dept.

the preparation of teachers, accreditation, enrollment, fund raising, lay faculty, professional education, and graduate education.

This section will hold a joint meeting with the American Catholic Philosophical Association on Wednesday evening at 8:15 on the topic of "Application of the Philosophy of Education." Speakers will be Very Rev. Michael J. McKeough, O.Praem., and Rev. Leo R. Ward, C.S.C.

The department will close its activities on Thursday morning with a panel discussion on "Coeducation and the Education of Women."

Secondary School Department

The opening session of the secondary school department on Tuesday morning will feature an address on "The Marian Year, Commemorating the Centenary of the Promulgation of the Dogma of the Immaculate Conception," by His Excellency Most Rev. Leo A. Pursley; and on "The Discourse of Pope Pius XII to the Youth of the World," by Rev. Alfred F. Horrigan.

Special meetings will discuss: teaching religion, adjustments of curriculum, testing, administration, teachers, and pupils.

At the closing session on Thursday morning, Rev. John A. O'Brien will speak on "Catholic Secondary Education and the Fulfillment of the Church's Needs."

School Superintendents' Department

The annual superintendents' dinner will be held at the Conrad Hilton Hotel at 7 p.m. on Tuesday.

Elementary School Department

An address on "The Marian Year and the Teacher," by His Excellency Most Rev. John



Very Rev. Msgr. Thomas J. Quigley, Supt. of Schools, Diocese of Pittsburgh; President, School Supts. Dept.



— "Buzz" Taylor Photo
V. Rev. Herman Romoser, O.S.B.,
Rector, St. Meinrad's Minor Seminary,
St. Meinrad, Ind., Pres.,
Minor Seminary Dept.



— Blackstone Studios
Rev. Wm. F. Jenks, C.SS.R.,
Director of the new Special Education
Department of the N.C.E.A.



Rev. Cyril F. Meyer, C.M.,
Vice-Pres., St. John's University,
Brooklyn; Pres., College & University
Dept., N.C.E.A.



— Segall-Majestic
Rev. Leo J. McCormick,
Director of Schools, Archdiocese of
Baltimore; Pres., Elementary Dept.



V. Rev. Thomas A. Lawless,
O.S.F.S., Rector, Salesianum School
for Boys, Wilmington; Pres., Secondary
School Dept.



V. Rev. M. J. McKeough, O.Praem.,
Dean, St. Norbert College, West
De Pere, Wis.; speaker at meeting
of College Dept. of A.C.P.A.



Rev. Aloysis J. Heeg, S.J.,
Author and specialist in Catechetics
will address Elementary
Dept. on "Mary."



— Edwyn Photo
V. Rev. G. H. Guyot, C.M.,
Rector, Assumption Seminary, San
Antonio, will speak on "The Immaculate
Conception."

J. Wright will open the plenary meeting of this department Tuesday morning.

The various sessions of the elementary department will include such current topics as: ability grouping, guidance, report cards, conferences with parents, secular teachers.

The two topics for the concluding plenary session on Thursday morning will be "Mary, Mother of God, Inspiration of Teachers," by Rev. Aloysis Heeg, S.J.; and "Mary, Mother of God, Mother of Pupils," by a speaker to be announced.

Special Education Department

The newly organized department of special education, directed by Rev. William F. Jenks, C.Ss.R., will hold two panels. The first, on Tuesday afternoon, will include: "The Archdiocesan Program for the Exceptional Child in St. Louis," by Rev. E. H. Behr-

mann; "The Mentally Retarded Child," by Sister Inez, O.S.F.; "The Speech Defective Child," by Sister M. Carmelia, B.V.M.; and a paper on "The Socially Maladjusted Child," by a Good Shepherd Nun.

The second panel, on Wednesday afternoon, will include: "Work for the Atypical Child in the Archdiocese of Louisville," by Rt. Rev. Msgr. Felix N. Pitt; "The Slow Learning Child," by Sister Clare of St. Mary of Providence School; "Our Experiences With Socially Maladjusted Boys," by Brother Lawrence, C.S.C.; "The Orthopedically Crippled Child," by Brother Henry, C.F.A.; and "The Necessity of Having a Child Guidance Clinic in Every Diocese," by Ralph D. Bergen.

The deaf and blind sections, which have become part of the new department, will, for this convention, hold separate section meetings, including demonstrations.

General Information

For hotel reservations, write to Edward A. Janus, Reservations Manager, Conrad Hilton Hotel, Chicago, Ill.

For convent reservations write to Rev. David C. Fullmer, N.C.E.A. Convent Housing Bureau, 205 West Wacker Drive, Chicago 6, Ill.

Convention headquarters and pressroom will be Rooms 8 and 9 on the third floor of the Conrad Hilton Hotel.

Address inquiries regarding local arrangements to Rt. Rev. Msgr. Daniel F. Cunningham, Superintendent of Schools, Archdiocese of Chicago, 205 West Wacker Drive, Chicago 6, Ill.

All other information regarding the convention may be obtained from the office of Rt. Rev. Msgr. Frederick G. Hochwalt, Secretary General of the N.C.E.A., 1785 Massachusetts Ave., N.W., Washington 6, D. C.

Holding the Line: Every Catholic Child in a Catholic School

Sister Vincent Therese, C.S.J. *

TEACHERS at every level will understand and appreciate the feelings experienced by "Father X"¹ when confronted with his first classroom disciplinary problem. These same teachers will also be relieved to discover that "Father X" did not act hastily in handling the problem. In considering possible courses of action he recalled one of his elementary teachers and the manner in which she resolved a serious problem of truancy. Sister Basil had heard that Joe Longo was about to be dismissed from school because of his chronic absence. Not only did Sister Basil intercede for Joe but, knowing about his consuming desire to become a fireman, she arranged for a visit to the firehouse. In response to Sister's question relative to the need which a fireman has of arithmetic and spelling, the captain stated emphatically:

Sister, a fireman can't have too much arithmetic and fractions and things. We have to figure out how strong a rope must be to pull down a burning wall, and how much pressure a hose will stand, and how high we can make a stream of water go with our pumps. As a matter of fact we won't take a man into the fire department unless he is good at arithmetic. And as for spelling [*the captain takes a deep breath, looks very impressive and says*]: Well, how would you like to have the mayor or somebody reading your report of a big fire if you had misspelled all the words?²

This sensible approach to Joe's problem should hold as much inspiration for all teachers as it did for young "Father X." This kind of living out in action the dedication of religious teachers to the Christian education of youth has proved to be one of the effective means of "holding the line." Holding the line as used in this instance means not only making it possible for Catholic children to attend Catholic schools but also doing everything

¹St. Joseph's College, Diocese of Brooklyn, Brooklyn, N.Y.

²Father X, *Everybody Calls Me Father* (New York: Sheed and Ward, 1951).

³Ibid., p. 34.

possible to keep these children in the Catholic school.

More Schools Needed

A glance at the estimated enrollments in the Catholic schools for the period between 1951-60³ gives some indication of the great need of providing more schools for Catholic children. In many parts of the country this building program has been initiated but much remains to be done. Even at the present time many Catholic children cannot be accommodated in Catholic elementary or high schools.⁴ This need suggests one reason why Catholic educators are so concerned with the pressing problem of "holding the line."

Another aspect of this problem is the evidence which we have of the tendency on the part of parents to send children to the new up-to-the-minute public school. Excellent buildings, the latest in material equipment, small classes with the advantages of individualized instruction and the proximity to home—all of these combined present a strong case for the new public school. Many parents feel helpless in the face of such strong reasons for sending children to these attractive schools.

Need for Special Education

A further problem involved in "holding the line" rests with Catholic administrators. There are incidents which point to the failure on the part of Catholic schools to meet certain needs of children and, in addition, of an unwillingness to attempt to cope with certain types of problem children. The readiness on the part of school administrators to threaten with dismissal and upon occasion to dismiss children with low I.Q.'s who are unable to measure up to prescribed standards,⁵ or those who do not work up to capacity, or again those who are disciplined cases is

³Wylma R. Curtin, "The Children Are Coming!" *Catholic Educational Review*, Vol. XLVIII, No. 6, pp. 361-370.

⁴William F. Jenks, C.Ss.R., "The Church and Special Education: Past and Future," *The American Ecclesiastical Review*, Vol. CXXIII, No. 2.

⁵This does not mean that standards should not be prescribed but rather that these standards should be reasonable.

a serious danger to the realization of the ideal of every Catholic child in a Catholic school proposed by the Third Plenary Council of Baltimore.⁶

In view of the fact that the maintaining of Catholic schools is a joint obligation of the Church and Catholic parents, it is well to recall the seriousness of the charge placed on both to provide Catholic education for all Catholic children. Writing in 1929, Pope Pius XI noted that the "Church is indeed conscious of her divine mission to all mankind, and of the obligation which all men have to practice the one true religion; and therefore she never tires of defending her right, and of reminding parents of their duty, to have all Catholic-born children baptized and brought up as Christians."⁷ Even a cursory perusal of the historical account of the interest of the Church in Catholic education as seen through the canonical provisions reveals this same emphasis. The import of Canon 1374 is that Catholic children may not attend non-Catholic, neutral, or mixed schools, that is, those which are open to non-Catholics, and it pertains exclusively to the Ordinary of the place to decide, in accordance with instructions of the Holy See, under what circumstances and with what precautions against the danger of perversion, attendance at such schools may be tolerated.⁸

Aggravation of the Problem

Finally, it should be noted that as a result of the fairly recent Supreme Court decision in the case popularly called the McCollum Case many and varied interpretations have been given even to the "released time" religious instruction provided for children in public schools.⁹

⁶Peter Guilday, *The National Pastoral of the American Hierarchy* (Washington, D. C.: National Catholic Welfare Council, 1923), p. 247.

⁷Pius XI, *Encyclical Letter on the Christian Education of Youth* (New York: America Press, 1936), p. 12.

⁸T. Lincoln Bouscaren, S.J., and Adam Ellis, S.J., *Canon Law* (Milwaukee: The Bruce Publishing Co., 1946), p. 697.

⁹Implication intended is not that "released time" programs are the perfect solution for the problem of religious instruction for Catholic children in public schools but rather that even this apparently innocuous means has been frowned upon by many contemporary educators and writers.

The students in Catholic schools today are tomorrow's potential parents and must be strongly imbued with the necessity of providing a Catholic education for their children. More effective than a mere oral presentation of the reasons for so doing would be actual evidences in the school of a sincere interest in the students and of making every possible and reasonable provision for a completely balanced education. Young people are quick to desire and seek the best for their children of the future. This same general constructive approach must also be taken with parents of children who are now ready for school. There is available much valuable reading matter which highlights the contributions of the Catholic school.¹⁰

Provision for Problem Children

One of the serious problems faced by school administrators and teachers today is that of solving the difficulties involved in the handling of "problem" children. In schools there are problems almost too numerous to classify, yet for purposes of this discussion attention may be directed to four categories of problems: those involving children with low I.Q.'s; those associated with the group of children who are academically retarded; those of the physically handicapped; and finally discipline cases.

With respect to students with low I.Q.'s one of the primary facts to be borne in mind is that the mental ability of the child is God given and hence responsibility devolves on both the student and the teacher to render it possible for the student to work up to his capacity. In many instances this will demand an almost super-human fund of patience on the part of the teacher. In addition there is need for very specific testing and for the provision of special "help" in areas in which it is most needed. A study of diocesan syllabi will disclose the fact that the need to meet the problems of such children is now conceded.¹¹

Closely related to this problem of the low I.Q. group is that of the academically retarded class. Causes of retardation are legion—ranging all the way from poor physical condition to serious emotional and social problems. This group of students, whether in elementary or high school, needs a specially implemented program. Much attention should be directed to a



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careful testing program and to the provision of whatever remedial helps can be administered by the members of the school staff.¹² The use of sound and effective motivation is another essential for this group. If it can be demonstrated to them, as it was to "Joe Longo," that learning will pay dividends, they will more likely attend to the matter under consideration. In this connection the emphasis which should be placed on the building of solid virtues requisite for true success would be of great benefit to the students involved. Religious training will be of inestimable value in assisting children to develop these virtues. The necessity for constant understanding, guidance, and encouragement for these retarded youngsters is evident. Since the education of many of these students will be terminated with high school it becomes increasingly more important that the religious program for these students be an especially potent one.

Provision for the Handicapped

Another grave problem facing Catholic educators is that of providing educational facilities appropriate for educating the handicapped child. Within recent years attention has been directed to the very real need of training the partially seeing child and the hard-of-hearing child in Catholic schools. With respect to the mat-

ter of providing education under Catholic auspices for the blind and deaf it is disturbing to read:

In the entire country there are only three Catholic schools for the blind with ninety-nine pupils and eleven Catholic schools for the deaf with 1338 pupils—all east of the Mississippi. In the fifty-eight residential State schools for the blind we find six thousand pupils, while 18,316 pupils are cared for in the 204 residential and day schools for the deaf.¹³

In many instances, when the defect is not too serious, some provisions could be made for these children in Catholic schools. The fact that a discussion of the problems entailed in teaching these children is included in the annual meetings of the National Catholic Educational Association is heartening. The opportunity offered Catholic school teachers to participate in workshops specially designed to meet such common needs of teachers interested in the work for the handicapped is also significant. The N.C.E.A. now has organized a department for those engaged in this significant work—a department directed by the same Father Jenks from whose writings we have quoted.

Disciplinary Problems

The term discipline cases refers to a wide variety of classroom misdemeanors ranging all the way from lack of attention to the activities of the class to very serious violations. The difficulty inherent in the handling of these problems will often be heightened by the fact that the class load is heavy. Particularly in these instances the Catholic parents, teachers, and administrators must realize the tremendous potential power for good which the child possesses in the life of grace which his soul enjoys. The responsibility of the teacher to do whatever is possible by way of assisting the child to build up habits of virtue is a serious one. If a Catholic teacher, utilizing all the numerous natural and supernatural means which she has at her disposal for the correction of improper conduct in a child cannot succeed, how can she expect a teacher in a public school to achieve the desired goal with the child? It seems reasonable to suggest that the teacher should be even more solicitous for the child who presents a discipline problem than for the child with a physical handicap.¹⁴

¹⁰Robert Slavin and George Johnson, *Better Men for Better Times* (Washington, D. C.: Commission on American Citizenship, 1943).

¹¹Don Sharkey, *These Young Lives* (New York: Sadlier, Inc., 1950).

¹²Laurence O'Connell, *Are Catholic Schools Progressive?* (St. Louis, Mo.: B. Herder Book Co., 1946).

¹³Jenks, *op. cit.*, p. 137.

¹⁴Francis J. Connell, *Morals in Politics and Professions* (Westminster, Md.: Newman Bookshop, 1946). In discussing the Catholic public school teacher, reference is made in particular to the resentment caused by sending disciplinary cases from Catholic school to the public school, p. 161.

¹⁵Many effective suggestions for such remedial work can be gleaned from current periodicals.

Testing Is Essential

In the light of what has been noted, it is clear that one of the basic needs today in Catholic education is to provide more schools. This pressing problem calls for the combined interest and support of pastors, parents, and teachers. Similarly there is a great need for more and better trained teachers. This in turn points to the need for more religious vocations. In addition, it is essential that continued attention be directed to the testing program now operative in most Catholic schools. The recognition of the need for a broadened and enriched curriculum (within the limits of the possibilities of the schools and teachers) is often a by-product of this program of testing. Adjustments within the school program and with respect to the practices involved in promotion and retardation usually can be effected without too much difficulty. Within recent years strides have been made in various remedial programs of varying proportions, depend-

ing upon the nature of the findings in the diagnostic testing program. Specialized work, particularly in remedial reading, is one of the basic needs of our schools today. In this connection the potential wealth of assistance which the personnel of Catholic schools could derive from enlisting the services of all available community agencies should be noted. Utilization of guidance and remedial clinics operated under the auspices of Catholic charities or of Catholic colleges and universities, more extensive knowledge of and constructive use of museum and public library holdings, the judicious use of carefully selected films, filmstrips, slides, and recordings (many of which are available free or at a very nominal cost), are only a few of the potential services of community agencies.

In conclusion we might note that that message to American Catholics issued through the medium of the pastoral letter of 1884 following the Third Plenary

Council of Baltimore is as pertinent today as it was when it was written:

. . . There are still thousands of Catholic children in the United States deprived of the benefit of a Catholic school. Pastors and parents should not rest till this defect be remedied. No parish is complete till it has schools adequate to the needs of its children, and the pastor and people of such a parish should feel that they have not accomplished their entire duty until the want is supplied.

But then, we must also perfect our schools. We repudiate the idea that the Catholic school need be in any respect inferior to any other school whatsoever. And if hitherto, in some places, our people have acted on the principle that it is better to have an imperfect Catholic school than to have none, let them now push their praiseworthy ambition still further, and not relax their efforts till their schools be elevated to the highest educational excellence.¹⁵

¹⁵Guilday, *op. cit.*, pp. 246-247.

Let Us Know Ourselves

Most Rev. John J. Wright, Bishop of Worcester, Mass., delivering a semicentenary lecture at the College of New Rochelle (N. Y.), pointed out several reasons why American Catholics are not trusted or are unpopular in some quarters — reasons which, as a matter of fact, make Catholics particularly capable of rendering great spiritual and cultural service to our country.

Our Immigrant Strength

The Catholic Church is feared in some areas of America because it is immigrant . . . [and yet] rightly directed, our immigrant strength can make us a powerful force for good in America and the world community.

Our Labor Strength

Another source of fear of Catholics results from their close tie with labor. "This proletarian character of the Church," the Bishop said, "inevitably creates misgivings toward us and toward other areas where rural and management classes find the proletarian groups objects of fear and misgiving. Properly understood the closeness of the Church to the working classes can be made by us and acknowledged by others to be a powerful, beneficial influence on the American com-

munity. Nothing could be more important for the future than the right ordering and religious inspiration of workers' movements. The Catholic Church can play a providential part in this constructive work if we accept frankly and use with prudent spirituality our power in the ranks of the workers."

Our Urban Strength

The Bishop said that the identification of the Church with urban civilization is another source of misgiving. He said: "There is always a suspicion and fear in the rural American mind where the dominant American culture and consciousness are still found against the 'city slicker' and the seeming machinery of urban life."

He expressed the hope that Catholics would avoid the mistakes of the past and "acquire roots in rural America and breathe its atmosphere instead of being so much identified with the great metropolitan areas that are the woe as well as the advantage of urban American civilization."

Share Our Culture

The Bishop said that even friendly critics of the Church in this country contend that

it is "too American for our own good and the good of the nation."

"They complain," he said, "that Catholics might have brought more meditation and spiritual refinement to a nation otherwise largely pragmatic and commercial in its inspiration. As a matter of fact most of the traditions of a religious kind which surround seasons like Christmas are due to our people: the Christmas candle of the Irish, the wreath and tree of the Germans, the feasting of the Polish and Lithuanian Catholics, the manger scene of the Italians and the Christmas hymns of the French. They were resisted as popish by the original American culture. In this area our influence has been refining, humane, and inspiring."

The Bishop expressed the hope that "we will reproduce in this nation a spiritual literature comparable to that by which we have enriched the cultures of other nations." He said that "our friendly critics expect this of us and hope we will accomplish it just as much as we do ourselves."

"The Catholic Church and the general American community," the Bishop concluded, "both have everything to gain and nothing to lose from facing these facts of the history of the Church in American society."

Religion and Education: A Story of Successful Teaching

Michael Drohan, M.A.

YEES, that's my uncle going down the steps."

"He's a handsome man."

"He's got brains, too. Throws a good course in English at the university."

"Brains and good looks. Didn't he ever get married?"

"No. But he wanted to."

"The girl lost out. Any woman should be proud to walk beside him."

"You can say that again. But the girl didn't lose out."

"She marry money?"

"No."

"What happened? Or should I keep my mouth shut?"

"All that happened was that my uncle taught English literature too well."

"You'll have to explain that one."

"It's easy. I got part of the story from her and part from him."

"Why should he tell you anything about it?"

"Because he wanted me to know how to teach."

"English?"

"Anything."

"I'll sit through this picture. It seems to have a plot."

"It has. My uncle was young when he became an instructor at the university."

"And he fell in love with a girl in one of his classes."

"He didn't. Two years after she was graduated he fell in love with a girl who had been in his history of English literature class."

"But that was too late."

"Anytime after she finished his English course would have been too late."

"Wait a minute. Be fair to the man."

"Be fair to him? On my own private astronomy chart he is one of the biggest dots."

"Because he can teach you how to conduct an astronomy class?"

"That's one of several reasons."

"Yet through his teaching Dryden and Crashaw he lost the girl."

"Because he taught them as they should be taught he lost the girl."

"Would it be a breach of confidence to tell me more?"

"It wouldn't. Two years after her graduation he met the girl twice in the home of friends."

"And love lifted up its lovely head."

"Easy, chum."

"Sorry."

"And the following winter he took her to the opera three or four times, and to dinner now and again. He used to be a good tennis player. The next spring he and she won a mixed doubles tournament. After the finals, with the cup they won on the seat between them, he drove her home and stayed for dinner."

"We're in the third act of this Elizabethan drama?"

"We are."

"There is no third person in the story?"

"Yes, there is."

"You've not mentioned him."

"You'll understand in a minute. It was this night that he asked her to marry him."

"But her answer was, 'No.'"

"Her answer was, 'Greg if you had not taught me the history of English literature, who knows, maybe my answer would be, 'Yes.''"

"Your plot is excellent."

"My uncle was puzzled too."

"And her explanation could only make him sad."

"Her refusal made him sad. But her explanation mingled joy with his sadness. For my uncle is a good man, and believes what he teaches."

"And you're making this as complicated as one of your astronomy formulas."

"It's really very simple. The girl reminded my uncle of his classroom observation that the Catholic parochial school, Catholic high school, Catholic university, all exist so that God can be brought into lecture hall, laboratory, into term paper, thesis, and into graduation exercises."

"I've been in Catholic college classrooms in which God was seldom mentioned."

"The girl spoke of such classrooms. And she contrasted them with her English

literature class in which she was led to greater and greater knowledge of God."

"I know that a sermon could be written about Herbert's poem 'The Pulley.'

"My uncle showed in class Matthew Arnold's evident spiritual discouragement as he wrote 'Dover Beach.' He pointed out that Wordsworth's moving description of broad meadows, lofty mountains, deep woods, in 'Tintern Abbey' gives ample proof of the existence of God. But the author does not rise above 'a presence that disturbs me,' nor above avowing that 'Nature never did betray the heart that loved her.'

"That's not rising any higher than the trees."

"But one rose higher than that in my uncle's classroom. In Thompson's 'Dread of Height' one looked up to God and the joys God can give to the soul."

"That is advancing a great step."

"But not advancing far enough. In this poem Thompson wishes to be hooded as is the hunter's falcon; he wishes to be fastened with jesses, lest rising above this world and beholding heaven's joys he be dissatisfied with those of earth."

"I know little of literature. But I do know of another poem of Thompson's."

"In that one our Lord follows, follows the soul until He wins its love."

"And your uncle taught this poem so well the girl became a nun."

"My uncle taught all his classes so well the girl determined she would enter a teaching order of nuns so that she might bring Christ and His love into the classroom. And she has been doing that these many years."

"It seems simple."

"It is logical. Education means to cultivate, to develop mentally. And in doing this we should at least tell the person who it is gave him his mind. We are careful to admonish the child to say 'Thank you' to one who gives him a stick of candy. But the public school passes lightly over the God who gives him the sun, the moon, and the stars."

Brother Barnabas: Boyologist

*Brother George Vincent, F.S.C.**

THE boy is the gem of God's creation" was the watchword of Brother Barnabas, of the Brothers of the Christian Schools. He dedicated his entire religious life of 44 years to the beautiful work of polishing this gem so that it would sparkle in the diadem of God both here and beyond. His ideal was the teachings of the founder of the Christian Brothers, St. John Baptist de La Salle; and his efforts at establishing centers for the training of American boys was only an imitation of St. La Salle's work for the youth of France in the eighteenth century. The list of Brother Barnabas' accomplishments would seem unbelievable to one who did not understand the devotion and singleness of purpose possible to a man who lived to the full the words of his formula of vows—"I consecrate myself to God entirely."

Achievements

During the sixty-four years of his life, he founded Lincoln Agricultural School and a home for working boys, established a placing-out bureau for the boys of the great New York Catholic Protectory, founded the Columbian Squires and was first executive secretary of the Knights of Columbus Boy Life Bureau, set up boy guidance courses at Notre Dame, belonged to forty boy welfare organizations, and traveled throughout the United States and Canada imparting to other men his zeal for the task of helping youth to help themselves.

His devotion to the cause of boyhood was not the ephemeral devotion that finds its expression in poetic outpourings or in overworked phrases about the beauty of youth. His was the practical self-sacrifice that got things done, and the things he achieved constitute an inestimable contribution to the welfare of the American boy.

Early Life

Edward McDonald, the future Brother Barnabas, was born in Ogdensburg, N. Y., in 1865. The Grey Nuns were his teachers in the parochial school of that city. At

the age of twenty he entered the novitiate of the Christian Brothers in Amawalk, N. Y. Receiving the simple black habit of this congregation, he was given the name Brother Barnabas Edward. After his novitiate he taught for three years in parochial schools, and was on the staff at the Brothers' mother house for two years.

In 1891, at his own request, he was appointed vocation director for the New York Province, and traveled through New England and New York recruiting subjects. As a means of contacting boys, he offered his services to pastors to prepare their youngsters for the reception of the sacraments. The three years spent in this type of work gave him an excellent opportunity of studying the conditions of young men in the eastern United States and Canada. His keen mind and loving heart became attuned to the needs and aspirations of the American boy, and an excellent foundation was laid for the important work he was soon to undertake—the care of neglected and delinquent boys and the provision of leisure time activities for youth.

With the Catholic Charities of New York

It was just at this time that the officials of charitable agencies were beginning to see one big gap in their work—the lack of control of the homes into which boys and girls were placed after release from institutions. Archbishop Corrigan asked the provincial of the Christian Brothers to allow Brother Barnabas to make a survey of the conditions of the children who had been "placed out," especially to rural homes. For three years Brother Barnabas traveled extensively, making reports of the oftentimes appalling conditions he found. One outcome of the study was the creation of a supervisory placing-out bureau attached to the New York Catholic Protectory. The Protectory had been established in 1863 and was under the direction of the Sisters of Charity and the Christian Brothers. Before its closing in 1938 it cared for 100,000 children.

During these years of work with the Catholic Charities of New York, Brother

Barnabas served on many boards and appeared at many conventions where he advocated always the Christian concept of the eminent value of every boy. He began, too, to gain the wide reputation that was soon to make him one of the most sought-after authorities in the field of child welfare.

To aid the boys leaving the Protectory and taking jobs in New York City, Brother Barnabas founded St. Philip's Home in 1902. Until its discontinuance in 1926, the home provided food, shelter, and clothing for hundreds of working boys. The young men ran the home themselves and were aided and guided by the Christian Brothers who lived with them.

Lincolndale

When asked in later years which of his many achievements was closest to his heart, Brother Barnabas would always refer to "dear old Lincolndale." Many of the boys adopted from institutions were employed in farm work. The need was evident for some school to train these young men in the agricultural pursuits many would later follow. The Protectory board of managers purchased a farm in Westchester County, N. Y., and in 1907 opened the Lincoln Agricultural School with Brother Barnabas as director. Since that time the school has flourished and has furnished excellent training for thousands of boys. Ever modern in his outlook, Brother Barnabas scrapped the traditional method of housing all the boys in one building, and adopted an idea which had just come into vogue—the cottage system. The boys were to live in small groups in separate houses each under the direction of two Brothers, so as to simulate as far as possible a real home atmosphere. During his six years as director, Brother Barnabas instilled into the home a unique spirit. The boys were given every encouragement toward self-improvement and self-government. That the program was and is a success is the regular testimony of the visitor to Lincolndale, who sees a real family spirit and a feeling of self-assurance among the boys.

*La Salle College, Elkins Park, Pa.

After 32 years of fruitful existence, and because of the de-emphasis of agricultural training, the Lincoln Agricultural School was rededicated in 1939 under the name of Lincoln Hall. The previous year the New York Catholic Protectory had been discontinued, and Lincoln Hall succeeded it in the care of delinquent boys. The cottage system, the honor system, and all the innovations which had given it such success with destitute boys were retained, and it continued the fine work of rehabilitating the teen-age boy. At present some 250 boys are housed in its 11 cottages and the reception quarters.

Investigation of Private Charities

By 1914, Brother Barnabas' life was as active as you would expect any man's to be, yet he was called upon to undertake a task which nearly ended in disaster and which resulted in his transfer to up-state New York and eventually to Canada. John A. Kingsbury, zealous Commissioner of Public Charities in New York City, requested Brother Barnabas to represent the Catholics on a three-man board which would investigate those private charities receiving public funds. The thorough survey uncovered some terrible conditions, and much pressure was put on the committee to discontinue its work. Rather than run the risk of further hard feelings, Brother Barnabas was relieved of his directorate of Lincolndale and assigned to St. Vincent's Home, Utica, N. Y. Two years later, when the governor of New York undertook an investigation of charges made against the State Board of Charities, Brother Barnabas asked to be removed from any possibility of becoming involved. After teaching for a few months in Buffalo and Detroit, he went to the mother house at Aurora, Canada, for a much-needed and well-deserved rest.

At Toronto

The dynamic and zealous Archbishop McNeil of Toronto was the next one to draw on Brother Barnabas' genius for directing charitable works. Seeking advice on an orphanage he was building, the Archbishop was referred to Brother Barnabas, whom he appointed diocesan director of Catholic Charities. From 1919 to 1922, Brother Barnabas worked energetically at this new post conducting surveys, organizing the Catholic Boy Life Council, and giving many talks at various clubs and at the University of Toronto.

Seven Years With the Knights of Columbus

The economic expansion of the nine-

teenth century had broken up family unity and had given children an independence and abundance of free time which they did not know how to turn to good advantage. The problem of leisure time activities was a pressing one. Brother Barnabas was asked by the Bishop's Committee on Social Action to undertake a survey of the situation and to present his suggestions. Resigning from his post in Toronto, he spent the first six months of 1922 outlining a plan which urged that some national Catholic organization undertake a program of training for boy leaders in the form of postgraduate work at some university, and that all Catholic men be made aware of their responsibility for assisting youth to use their time profitably.

At the 1922 convention of the Knights of Columbus, Archbishop (later Cardinal) Glennon, in the name of the American Bishops, suggested this program as a successor to the splendid work the Knights had done for the soldiers during the first world war. The organization accepted the challenge and in the autumn of 1923 set up the Boy Life Bureau, with Brother Barnabas as executive secretary. A member of an order which takes pride in its strong community life, he was still permitted to undertake this task, which would mean a great deal of traveling and living alone much of the time. For nearly seven years he devoted himself wholeheartedly to carrying out the plan he himself had drawn up. His own words show us the importance he attached to the work he was undertaking.

Between the ages of 12 and 18 is the most important period in a boy's life. He needs an ideal upon whom he can model his own ideals. It is in the boy's leisure time that the boy's future is either made or broken. The boy is a human dynamo, going, going, going. Delinquency is largely indirect energy. After leaving a boy's natural instincts unguided, we arrest and penalize him for exercising his God-given energy.¹

The University of Notre Dame was asked to set up a two-year program leading to a master's degree in boy guidance—"Boyology." In 1926, the first group was graduated and immediately took up posts in various youth groups. Among this first class was John Conway, present executive secretary of the Knights of Columbus Boy Life Bureau. This relationship between the University and the Knights of Columbus was terminated in 1940.

In addition to this intensive training

program, Brother Barnabas organized thirty-hour Boyology Institutes and ten-day camp courses, which still carry on the important task of providing boy leaders with a short training program.

As executive secretary of the Boy Life Bureau, he set up a junior organization of the Knights of Columbus which, under the auspices of the various Councils of Knights, would provide religious, cultural, civic, social, and physical activities for boys in their late teens. The first circle of Columbian Squires was organized in 1925, and since then 680 councils have been granted charters for the founding of Squire groups.

Not confining his leadership abilities to Catholic organizations, Brother Barnabas was active on various committees of the Boy Scouts, Boys Clubs, Playground and Recreation Association, and a host of other agencies. Recognized and acclaimed as a talented specialist in boy welfare, he was called upon often to speak at meetings and conventions.

The last years of his life were spent traveling the length and breadth of the United States and Canada under the auspices of the Knights of Columbus, lending his aid wherever sought. This life of constant activity told on his health, and after a long illness he died in Albuquerque, N. Mex., on April 22, 1929. He was buried in Santa Fe amid great acclaim, and his body was removed in 1932 to De La Salle College, Aurora, Canada.

Called by the editor of the *New York Times* "a saint walking amid the crowded, busy ways of men in active ministry to boyhood," Brother Barnabas was a credit to his Congregation, his Church, and his Country. The wellspring of his activity and success was his religious life. This humble, unassuming man drew from prayer the sustaining power to offer to God almost half a century of work for the youth of America. Truly he did suffer the children to come unto Jesus.



¹Excerpts from an address delivered in 1925 at the National Conference of Social Work. Quoted in Brother Aloysius Raphael, F.S.C., *The Life of Brother Barnabas*, F.S.C., p. 20 (an unpublished thesis).

G. C. Harmon

School Goes to the Homebound Catholic Student

Sister M. Florence, C.H.M. and J. A. Richards ***

The greatest service anyone can render a shut-in child is to shorten those long, weary hours that seem interminable . . . relieve the monotony . . . give the child something to do. The youthful victims who need help most are those whose recuperation has reached the stage of waiting for a return to normal activity . . . often for weeks, months, or even years. Hope wanes, spirits are depressed, ambition fades, and boredom reigns. Such have been the reactions of students who are forced to abnormal inactivity because of polio, rheumatic fever, heart conditions, spastic paralysis, or any of the innumerable bone infections.

Fortunately, such no longer need be their fate. It is true that the service we are about to describe has been available to a limited extent for more than 15 years, but because of financial considerations, it has been available to comparatively few of the homebound students of our Catholic schools. This service to the homebound is called the "School-to-Home System." The equipment has been developed and is manufactured by Executone, Inc. The complete service is available on a rental basis through the telephone companies of the country.

How the School-to-Home System Operates

The equipment makes it possible for the bedfast or homebound child to listen in to all the classroom instruction and recitations, and to respond and participate in the greater part of the activities in the classroom he would ordinarily occupy. The system consists of a telephone line connecting the "home station" placed at the student's bedside (and equipped with a talk switch and volume control for the shut-in child) to an amplifier and a stationary, or portable, "classroom station" in the student's school. Schools having a departmental system may use plug-in outlets in the various classrooms.

The School-to-Home System must not be considered in itself a unique instrument com-

pensating for all ills. Much depends on the child, the teacher, the nature of the illness, the alertness of the class, and the spontaneous interest of all who have it in their power to help or hinder the progress of the work. However, the history of the system suggests that eventually no child who can hear, has minimum vision, enough muscular control to manipulate the switch, and average intelligence must lose the precious time of his youthful years, simply because he is homebound.

The cost averages from \$13 to \$25 per month depending on the location of the school, distance involved, number of outlets wired, and the state in which the installation is made. Rates can be obtained from your local telephone company. But now let us look at some case histories.

The Case of Stephen Driscoll

Stephen Driscoll, 2418 Western Avenue, Davenport, Iowa, is probably among the first

to use the system in a parochial school. Certainly he is among the first in Iowa to have had such help.

At the time when the weakened condition of his health prevented him from going out to school, he was enrolled in the public school of Columbus Junction, Iowa. When interviewed concerning the details, Mrs. Vernal Driscoll, Steve's mother, said, "The telephone system of going to school was very new at that time. I had heard that in a few states the public schools were trying it out hoping it would prove a help. I approached my pastor for advice. He was skeptical and remarked, 'Oh that may be possible in our large cities, but not in Columbus Junction!'

"But as it happened, it was possible in our little town and possible for our boy, who, besides being a spastic, suffered repeated attacks of pneumonia and heavy colds, was plagued with hay fever and asthma, and consequently was forced to be absent the greater portion of the school year."



One member of this class is not in the picture—but he is "present" via the telephone. The Executone amplifier is attached to the bulletin board above the teacher. Photos by Jules Schick, Philadelphia.

*St. Vincent School, Davenport, Iowa.

**Director, Special Education Division, Executone, Inc., New York, N. Y.



This homebound student is attending class. He can hear everything spoken in the classroom, but the teacher and the class can hear his voice only while he holds his finger on the button to keep the transmitter open. To protect the professional privacy of the teacher, the homebound student is required to have the door of his room closed during the recitation period.

For two years, his fifth and sixth grades, Steve experienced his first regularity in school via telephone. His health improved and he enjoyed much that a normally healthy boy can enjoy—the companionship of others experiencing all except the activity that healthy muscles permit.

The family moved to Davenport in his seventh-grade year. No obstacle could stop Steve's parents, so determined were they that their son would have such religious advantages as are possible in the Catholic schools. The local telephone company provided the service and the parents assumed the costs. Thus, Steve was enrolled by telephone in St. Alphonsus School. "It was worth all we had to put into it," said his mother, "for it helped him make almost as rapid progress as if he actually attended school."

Having finished grade school at St. Alphonsus, and now stronger physically, Steve attended St. Ambrose Academy. His buddies helped him from classroom to classroom, and he was graduated in 1949 with the rank of 11 in a class of 89, as well as an "A" average. Entrance that fall into St. Ambrose College with a one-year scholarship and majoring in history was the next achievement of a lad, who, but for the telephone teaching service, might have given up. Steve now looks forward to a bachelor of arts degree in June, 1954, and enrollment in a Catholic university where he hopes to study law.

The Case of Paul Mason

A similar case is that of Paul Mason. Paul, too, was a spastic, living in Sheboygan, Wis. Having spent the first years in special schools, he enrolled at 13 in St. Clement's School where in a short time he became a very popular boy.

When it was decided that surgery might improve the use of his legs, not only was he suddenly deprived of the companionship of his friends, but he suffered the shock of disappointment in not being able to go on with the work he loved. Again the telephone company came to the rescue, and Paul's happy smile and excellent morale returned. He recites when called on, listens to others, volunteers extra information, takes and passes the tests, and has a good joke for recess time.

The Case of Joseph Zeigler

When Joseph Zeigler resumed his classes at Boston College through the telephone method this September, a remarkable will to learn and unwavering faith scored a triumph. Joseph had completed his freshman year with excellent grades, in spite of the fact that his eyesight began to fail and continued to deteriorate during the college year. When his ailment was diagnosed as multiple sclerosis, his college career came to a sudden stop. But Joe didn't lose faith. And his faith was handsomely rewarded when a telephone company employee became interested and made arrangements to

connect his Brookline home to Boston College classes, using the School-to-Home system. Now Joe can continue the work that means more than ever to him since his affliction.

The Case of Dickie Leonard

Mrs. Francis Leonard speaks for all parents of homebound children who have had the advantages of the telephone teaching system when she speaks of her son Dickie, who worked through two years while in attendance at St. Vincent School, Davenport, Iowa. Here is her story in her own words:

"In the hustle and excitement of getting ready for school in a large family, the little sick boy tucked away in a corner of the living room, was often forgotten for the more pressing needs of the early morning. But then he had lots of time—time to think of all he was missing, time used in dreary waiting, and after eight months there was just nothing to do, no one to speak to through the day but Mother.

"Then came that happy and momentous day! There was excitement; wires were placed, and a shining new box was installed. That box brought the busy living world into his room, and changed perhaps his whole future. Three years behind his class would have been too great a discouragement for any boy. Here was a challenge and in his eager happy desire to meet it, he not only made up the half year he had lost, kept up with his class for two years, but grew strong in body and soul. The psychological lift was important and the rest and quiet he needed was obtained as he lay on his pillow and worked arithmetic and studied his religion.

"Not to be discounted was always the tremendous but never apparent effort on the part of the classroom Sister to make him seem actually in the room. He even had his assigned seat and he knew what row he was in. One day Monsignor Cone distributed the report cards and in going down the list he called 'Dick,' and without hesitation he answered, 'Present.' At recess games were played, marbles were traded, and the actual give and take materialized after school when Ronnie or Bobby paid a personal visit.

"Self-discipline was a very important factor in the life of this lad who had been waited on so long. Points of courtesy were insisted upon and his classes in religion became absorbing. He even learned the Latin responses for the Mass.

"The cost over a period of two years was about two hundred dollars and a determination that nothing would interfere with Dickie's education. The reward? It was a happy well adjusted boy who was able to return to that empty seat in row three and to resume his studies as if he had never been absent."

Little Change in Teaching Technique

We have seen, and research shows that little change in teaching technique is necessary. The teachers using this method of instruction have resourcefully overcome visual limitations. The Sister describes situations when necessary, and should she momentarily forget to do so she is reminded by either those present or by the shut-in himself. Visual study material such as blackboard work, pictures, and illustrations are delivered in advance to the homebound student by a neighboring child or by the Sister. Visits by his classmates are encouraged. The School-to-Home system imposes no extra burden on the teacher. As a matter of fact, diction and deportment of the class improved, and a definite feeling of responsibility is engendered.

Enormous Psychological Benefit

As modern Catholic educators, we are concerned with the child's integration, his whole personality—and not just his learning by rote books full of information. Surely we can all appreciate the importance of a sense of belonging to the homebound child. How marvelous it is for him to be able to identify himself with a group, and to sustain daily social

contact with his group; to chat with them during recess, to have them so in sympathy with him that they let him in on everything, visiting him, bringing him assignments and the latest school news. All the mental and physical therapy, and, most of all, the spiritual therapy that instills the will to live and fight which are so vital to eventual recovery are present in this ingenious School-to-Home teaching method.

The Greatest Benefit of All

This survey of the relatively new telephone teaching method would not be complete without considering the religious advantages for the Catholic child. Unfortunately, in most cases, when a Catholic child becomes homebound, he is dropped from the rolls of his parochial school and the public schools extend to him whatever services are available in the community. Thus, the homebound Catholic child is deprived of spiritual support when he needs it most. He loses the daily religious training he needs so much—the prayers, intentions, and religious activities.

Were there no other reason—were not the other benefits as dramatic as we have reported—for the religious reason alone Catholic educators should wherever possible find a way to use "Teaching by Telephone."

fact that leaders have not penetrated sufficiently the mind, the heart, and the will of girls."

The Pope urged educators not to rest until they have used every means to transform girls from a condition in which the instinct is almost absolute into a condition of balance and of discipline of desires in which their activity will be consonant with the principles of morality. Above all, they must know how to make a real, personal contact with God.

Catholic Business Education Convention

The National Catholic Business Education Association will hold its annual convention at the Palmer House in Chicago, Wednesday and Thursday, April 21-22. The sessions on Wednesday will be mostly for members of the national executive board of the C.B.E.A. Since only one day—Thursday—will be devoted to general sessions, the members of the C.B.E.A. who are not serving on the executive board will have a chance to attend most of the meetings of the N.C.E.A. and also the one-day general convention of their organization.

The program for both days of the C.B.E.A. convention will open with Mass at 9 o'clock at St. Peter's Church.

The theme of the meetings on Thursday will be: Psychological Aspects of Job Promotion.

At 10:30 a.m., Thursday, the national president of C.B.E.A., Brother Philip, O.S.F., of St. Francis Monastery, Brooklyn, N. Y., will address the general session. An address of welcome by His Eminence Cardinal Stritch will follow.

At 11:30 there will be a feature address on the subject "Personality Development: The Catholic View"; and a luncheon and address at 12:30 to 1:45 p.m.

The afternoon college sessions will discuss: "Personnel Management—Career for College Graduates"; "Personality Development During College Days—A Ways and Means Study"; and "Personality Testing Devices—an Evaluation."

The high school section will conduct panel discussions on "Desirable Traits for Job Upgrading"; and "Personality Development During High School Days—a Ways and Means Study."

Brother Leo V. Ryan, C.S.V., Spalding Institute, Peoria, Ill., is publicity chairman for the C.B.E.A.; Brother James Luke, F.S.C., St. Mary's College, Winona, Minn., is program chairman; and Sister M. Therese, O.S.F., Madonna High School, Aurora, Ill., is chairman for hotel reservations.

The Pope Speaks to Teachers of Girls

His Holiness Pope Pius XII, at a recent audience he gave to a group of nuns and representatives of youth groups of Italian Catholic Action, referred to the teaching of girls as a sacred, delicate mission which calls for psychological understanding and sound pedagogy.

"You cannot be unaware," he said, "of the characteristic of girlhood—its anxieties, desires, hesitations, and preferences. Girls have a love of action, a liveliness of emotions, the restlessness of an intelligence which is still developing. They love games, have a thirst for affection. Their imagination is lively; they thrive on illusions and dreams; they have a spontaneity of an instinct for imitation. Girlhood develops precious religious and moral energies."

Assuming that his audience understood girlhood "thanks to the gift of psychological understanding," he continued: "Utilizing also the results of recent research and experience in the education field, we cannot ignore, much less disdain, the new advances of pedagogy.

We do not mean that all attempts in this direction are to be praised without reservation; but without abandoning solid principles and true Christian tradition, you can still quite usefully bring up to date and perfect your methods.

Catholic women educators should not lag behind. The rapid evolution of the present-day condition of life makes the task more complex and delicate. It would be all too easy to slide into a comfortable rut and by-pass the necessary advanced methods. Do not permit girls to put aside anything which can make the truth they possess, the virtues they enjoy, not only apparent, but attractive to all."

Referring to girls who, for one reason or another, have left the Catholic Action organization, His Holiness said that this has occurred "when their emotions begin to be disturbed, when intelligence becomes more alert, when their wills move out to a more personal, independent life.

"The frequent reason for this lies in the

The CATHOLIC SCHOOL JOURNAL

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mastery or any interest in the foreign language, and in much of the textbook study in the academic studies, they wouldn't need to use it if they could. If these 16 semester hours of modern language study, or the difference in number of hours between the requirement and the high school study, were spent on the substantive study of the great literature in a foreign language, how much more effectively liberal education could be organized in the college, and how much more thoroughly the other academic subjects could be taught (assuming, perhaps rashly, that the academic teacher knows at least one foreign language) if this resource were available to them.

This movement of beginning foreign languages in the elementary schools is one of the most hopeful things for higher education. We do not know how actively Catholic schools are supporting the movement though we know a few who are not. To all we call their attention to the following excerpt from a committee report of members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton, and Yale (*General Education in School and College*, Harvard University Press, 1952):

It is time, in our view, to call a halt to this retreat toward monolingual isolationism. From the standpoint of general education there are strong arguments for thorough study of a foreign language. It is hardly necessary to argue the emotional and aesthetic value of reading great works of foreign literature in the original. . . . The study of a foreign language often gives a student a perspective on his native tongue which enables him to use it with more dexterity and force. It enlarges the sensibilities by operating awareness of new meanings, new patterns of thought. Foreign language also provide one of the best avenues to the understanding of other peoples and of other centuries. . . . Awareness of an alien culture . . . may help to allay the unthinking arrogance which our great power and skill tend to engender in us to our harm. As a minimum requirement we urge thorough study of at least one foreign language, except for students with a clearly established language disability. In the modern language field this means carrying the study far enough so that the student comes to read without conscious translation, to understand the spoken word, and to speak with some ease. . . . To begin foreign language at an early age is clearly the ideal. . . . We recommend for one thing that (college) entrance and/or degree requirements be somewhat stiffened. . . . Four or five years of sound study of a modern language (less, if done intensively) should enable a student to read it with reasonable ease and competence, for cultural and professional pur-

poses, and to exchange ideas with people to whom it is native. . . . We insist . . . that it is no solution for a student to fall between two stools by getting a smattering of two languages instead of acquiring real competence in one. . . . The important thing from the point of view of general education is that a student go deeply into at least one foreign language.

— E. A. F.

TEN MAJOR EDUCATIONAL EVENTS OF 1953

We are glad to print elsewhere in this issue two statements of what are considered the ten major educational events of 1953. If we were to select ten of substantive value of special concern to Catholic education we would list the following. Each one is quoted from either the *Edpress* or the *School and Society* list.

1. Juvenile delinquency cases rose sharply during the year causing many school systems to re-examine their part in combating this blight.

2. First two educational television stations went into operation in Houston and Los Angeles (May and November, respectively).

3. Educators recognized importance of introducing foreign languages in the elementary grades.

4. Under pressure from attacks of varying kinds — sincere citizens, propagandists, and foes of education — schoolmen strengthened emphasis on Three R's.

5. Eisenhower administration agreed on a policy of gradual withdrawal of the Federal Government from established programs such as school lunch, vocational education, and land-grant college assistance — a policy yet to be tested in Congress.

6. The continuance of the serious shortage in school facilities, funds, and supply of teachers.

7. The persistence of the rising enrollments and the cost of constructing and maintaining schools.

8. The financial difficulties of private colleges and universities due to smaller income and greater cost of operation.

9. The rise in college enrollment, reversing a previous downward trend.

10. The change in the source of criticism of education — from the "enemies of public schools" to persons within the educational fold.

We should be glad to have our readers send us what they consider the ten major educational events during 1953, or during the past ten years, within the field of Catholic education. — E. A. F.

WHY STUDY FOREIGN LANGUAGES?

We are glad to see that at last some serious effort is being made to bring the need before the American people and the school authorities for a study of the foreign languages early enough and competently enough to be an effective instrument in our education and in our social life.

We believe that all students should be required to study the modern foreign languages not later than the seventh year of the elementary school and they should by the time of their entrance into college have a fair mastery of at least one foreign language.

Nothing is more futile in the whole range of our educational system than to see so many students just "oozing" through the 16 semester hours of foreign language required for the bachelor of arts or bachelor of science degree. In the most compassionate judgment of the teacher, few could honestly say that these students have any

Practical Aids for Teachers

Aids in Teaching Biology

Sister M. Anselma, C.S.C.*

Is there anywhere a science instructor who has not been challenged with the question of the beginner biological student, "Do we have to 'bisect' bugs?" This statement is evidence of the universal impression of the limitations of biological laboratory procedures. It should never be justified. Although "Bugs" may be the universal nickname for biology, it should surely be an incorrect one for the laboratory hour. An extensive unit need not be an expensive one. There is hardly any excuse for teachers whose classes are far from source material to justify these apparent limitations.

Exchange Source Material

One general suggestion is to exchange source material collected by classes at field trips, either through the "Science Clubs of America" or via the science instructors of the same or other communities of religious in various parts of the country. An agreement to exchange specimens can be made at summer school classes. This has the advantage of knowing what material will be forthcoming when the year's work is planned. The author, for example, has exchanged dried sea life materials of the Pacific Coast for those of the Atlantic area; leaves, wild flowers, and evergreen specimens of California for minerals of Montana; starfish, sea cucumbers, shells, and sea plants of the Monterey Bay for forest life of Yellowstone and Yosemite Parks. Student field trips at which the items are collected, pressed, dried, mounted, and identified are purposeful occasions for making such exchanges with ease and serve as invigorating objectives for the collectors.

Bring Realities to the Laboratory

Few students or their teachers have been privileged to watch the deep sea diver at his work, to board the deck of the ships of inland seas where the panorama of colorful sponges can be observed at firsthand. Here, however, is an interesting, simple, educational, and inexpensive method of bringing the realities of this beautiful phylum into a high school laboratory.

*St. Paul's School, 1920 South Bronson Ave., Los Angeles 18, Calif.

Each young scientist is equipped with several pieces of stiff cardboard from tablet backs, a few sheets of colored poster paper, a well-sharpened wood pencil without an eraser at the top, some toothpicks or colored cocktail sticks, broomstraws in color if possible, a cheap box of colored modeling clay, the textbook, manual, and a guide sheet. Turtox (General Biological Supplies of Chicago) supplies the Guide Sheets for practically all units at less than two cents a sheet.

Relief Models

Cross section (x.s.) relief models are first constructed in order to imprint the principal structures of the sponge. The student draws an inch margin around the entire piece of cardboard or poster paper. To the left of the paper, in as large a silhouette as possible for the space allowed within the margin, the pupil draws the outline of a Sycon sponge, for instance. The outline may be traced from a Turtox Guide Sheet, or the text or manual model may be used as a freehand guide. The College Entrance Book Company of New York has an excellent manual which includes many such models. The right side of the sheet within the margin is saved for printing the labels in their proper places.

Within the penciled outline, pat a thin layer of clay, the color selection being peculiar to the sponge type. Press the clay firmly against the background, especially at the edges of the sponge. Using the top of the wood pencil, stamp cells along the outer edge which corresponds to the outer layer of the sponge diagram. The point of the pencil is used to make the nuclei of the cells and to draw the flagella. Dissecting needles are good tools with which to perform this operation, but the pencils are just as handy. Leave the outline somewhat irregular to indicate the position of pores on the outer surface. Next, put in the second layer of cells, and then sketch with pencil the flagella at the mouth of the sponge. The spiracles are made at the base in the same manner. Place all labels to the right of the diagram, each label being printed uniformly at the end of a dotted line leading from the structure to be illustrated.

The title of the phylum should be printed

in the center of the upper margin, and the specific kind of sponge should be printed in the lower margin center. The student's name belongs in the upper left corner.

At first the students will need reminders concerning some of these directions, but soon they become automatic practices. At the same time, the student has learned as much as, and often more than, he would have acquired watching a film or slides on the subject. The reason is obvious. Furthermore, the work will have sent the student to research materials either in the laboratory or the library because he cannot always find all the things he needs to know in his manual or textbook.

Teacher's Guide Sheet

The teacher may wish to prepare her own guide sheet. She can then supply mimeographed copies and thereby insure that the students will follow instructions more exactly. This guide sheet should state the aim, the materials needed, and the directions for the work. Such instructions are similar to the explanation herein for constructing x.s. sponges. At first the guide sheet should give the page references in the text and the manual, with some other available references. Later, this research must be left to the student.

The second part of the guide sheet should include directions for making an upright model of the sponge, the grantia for example. This is molded by hand rolling and set on a small sea shell if available, upon a tile or block. Afterward, the cells and nuclei are imprinted as before. The toothpicks, broomstraws, or cocktail sticks are broken into small sections and inserted as flagella. Before these are set in finally, the models may be shellacked or varnished. Spiracles are cut at the base. Naturally, no labels can be used on upright models, and this is the test as to whether or not the x.s. lesson has been effective.

Human Biology

Similarly, the metamorphosis of the sponge can be illustrated by small proportional figures on one block or board.

Either the upright or the x.s. silhouettes may be employed in any of the systems of human biology as well as in many of the phyla of the animal kingdom. Excellent models in human biology are: the x.s. of the human heart in blue and red clay; the urinary system in relief in red-orange and yellow clay; the glands in yellow clay in relief upon

a traced outline of the human body; the salivary glands upon a profile of the human head; the relief of the digestive system in red-orange clay on a traced outline of the body; the x.s. of a stomach showing the sets of muscles traced by pencil point or dissecting needle in the clay; the x.s. of a tooth in white, yellow, and red clay; the upper or lower set of temporary or permanent teeth done in several colors to distinguish the types of teeth. The use of dissecting needles for crevices makes teeth look realistic. If professional models from medical supply houses are part of the scientific equipment, these will serve as guides for errorless work; if not, the students will have models in abundance at the end of the year.

How much time can be permitted for each system or phylum if the teacher decides upon this type of work? The answer depends entirely upon the manual speed of the students, upon the importance of the system or phylum, and the content of the syllabus. Certainly all this cannot be done in each system or phylum; otherwise it might defeat one of the aims (interest).

Making Sketches

A great deal of detailed and difficult sketching can be avoided by the clay method because tracing is permitted. Since the objective is the learning process, not the art of drawing, students who dislike biology because they cannot draw can accomplish as much as their gifted brothers.

An important point to remember is that the x.s. relief work should come before or after the upright model assignment as is essential to require the student to do his own "testing." For instance, after the pupil has completed his x.s. relief of the sponge, the labels will come spontaneously to his mind while he builds the upright model of another type of the same phylum.

Preservation of Specimens

Another technique which is of interest to most students and which can result, without expense, in much valuable exhibit material is the preservation of specimens collected by the students. The students should be taught how to preserve their own contributions. Any pupil who is shown the method can instruct another student, thereby saving the teacher's time.

Live animals such as snakes, lizards, large spiders, and insects should be placed in capped jars to which 5 cc. of carbon tetrachloride or ether is dropped upon a piece of absorbent cotton. This can be done instantly and the specimen left until the next laboratory period. A hypodermic needle is then filled with alcohol or formaldehyde and inserted at various areas, preferably near veins to insure the

perfect preservation of the animal. Using forceps, the object is then placed upon a rectangular glass plate obtainable from any company which deals in glass. Frequently, a glass factory is happy to give away glass sections and will even size them with no charge for cutting. The object should be arranged in display position and secured to the glass by silver-colored linen thread. The plate is then lowered into the preserving jar. These containers are costly even when purchased in quantities. The writer uses old sanctuary light glasses (Sanctolites) and purchases Ball lids to seal them.

If there is considerable time between killing and mounting, the specimen should be kept in alcohol or some preserving fluid. The glass rectangles permit the object to be viewed from various angles. Printed labels can be obtained reasonably, and they contain the information of the locality and the collector which adds incentive. Smaller insects and spiders should be killed in carbon tetrachloride and dropped immediately into alcohol to be mounted later without the use of the hypodermic needle. Insects should be placed upon rectangles of cotton which are then framed behind glass. Directing the pupils to secure standard sizes at the dime store, and then painting the frames black will facilitate exhibition later. Scented moth crystals, also obtainable at the dime store, should be sprinkled behind the cotton to serve as a repellent for pests that in time decompose the specimens.

Prints of Leaves

If a means of total darkness such as a storage or cloak room is available in the department, prints of leaf venation and margins make an interesting study. Only a few materials are needed: developing powder, hypo powder, some photo printing paper, a red light (all available at Army surplus stores for little cost), an old picture frame about 8 by 12, and three old glass or enamel pans large enough to float the prints. The red light is used in the printing process in the darkroom.

In this room the pans are placed in order: developing solution (directions on the container for making the stock solution which is then used with two parts of water in the developing process); next, plain water; and finally, the hypo solution (directions on the container; use half water in printing). Under the red light the printer places the leaf to be copied against the glass of the picture frame. The upper side of the leaf must be toward the printer. Next, place a sheet of photo paper (Velox F 1 glossy print is good) with the shiny side to the leaf. Clip the frame shut and take the print into the sunlight for about thirty seconds. Hold the print up to daylight within a room.

Again under the red light, the printer places the exposed paper from the frame in the first pan of developing solution. Be sure the glossy side of the print is up so that the process can be seen. Soon the magic of the leaf with delicate venation and margin will appear. If the print is not clear, a longer exposure to light is necessary. When sufficiently developed and there is good contrast of black and white, wash the print in the second pan of plain water, and transfer it to the hypo solution which will stop the development. After about 15 minutes, the print can be put into the wash water in a lighted room. Running water is best for the finished print, but if none is available near the darkroom change the water several times in an hour; then dry the picture by rolling it out on a clean glass plate, or leave it dry on a paper towel.

The type of venation, margin, petiole, and other labels can be printed on the mount of the print. This type of work will teach amateur photography.

Mounting Botanical Specimens

Flowers, preferably large ones such as trumpet vine blossoms, lilies, or iris, are taken apart to find the organs learned in the lecture room. Several blossoms of the same variety will be needed to perform the following project.

Liquid paraffin, not hot enough to wilt the flower, is used for dipping the organs. A coat of this material will keep the flower part transparent and fresh. A forceps is used to immerse the organ in the liquid. Some means, such as an outer pan of hot water, should be used to keep the wax in a liquid state. While the organ is still pliable, place it on a glass plate previously marked out for the various parts of the flower. The sections will adhere to the glass as they dry. Small printed labels are glued under the various sections to identify the parts. Unit mounts of this type can be prepared to illustrate a perfect flower or a complete flower.

Small four-inch glass squares, like those used in the chemistry department, are fine for these exhibits. Leaves may likewise be treated, or they may be shellacked. Pencils which will write upon glass are available but not necessary. A paper in contrasting color to the flower can be scotch-taped beneath the glass to bring out the outline of the organs.

Most teachers know the procedures for mounting botanical specimens, but some of these methods are costly. Printing shops carry a blotter-like paper of manila color which will absorb the moisture of pressed specimens. These pieces are available as waste in many cities and can be had for the asking.

Magazines in which plain newsprint has been inserted before and after each page can be rolled and secured by an old belt with a buckle. These make fine field trip presses and are easily carried over the shoulder. Afterward, they can be unrolled and a weight placed upon the press. Students should be reminded that the manner in which they place the plant in the press will be the final position of the specimen. Identification notes, the locality, and the name of the plant can be written in the margin of the magazines. Guide Sheets for wild flowers, for the

orders of insects, leaf venations, and margins can be secured at Turtox.

A Major Learning Process

Instructors not fully convinced that laboratory work is and must be a major learning process, the "driver-home" of the lecture period, may view such methods with raised brows. All science teachers are in a definite position to know that the laboratory hour must "fix" and explain; otherwise the time is wasted completely. An old adage tells us that the proof of the pudding is in the eating. Evidence that the lecture material is

really learned, not merely heard and understood, will be found in quiz results following the use of such manual practices as these.

The impression that other procedures are not important, such as dissection of preserved materials, the use of the microscopes, films, etc., is not intended. Such exercises are essential; but where supplies are limited, isolation permanent, and projectors unavailable, the suggested aids are invaluable substitutes. Furthermore, they help to vary the laboratory periods; they challenge the ingenuity and the research ability of one's students.

A Charm Personality Club

Sister M. Fredericka, S.M.R.*

The name Charm Personality Club was chosen designedly to interest girls. What girl does not want charm or personality? High school teachers of girls who read about our club may become interested and form their own C.P.C.'s in their schools. You can give it any name. The girls at Dominican Academy, Fall River, called theirs the "Triple M." Club. The name is insignificant, but the work of such a club is very necessary.

At Catholic Central High School in Troy, we formed the first C.P.C. more than seven years ago. Our aims were fourfold: to teach correct manners; to develop the art of good conversation; to encourage homemaking; and to instill proper "dating" habits. Our model has been Mary, model of all women; our slogan "More Marylikeness in women for more Christlikeness in men."

How Organize?

How do we organize? In September shortly after school opens, we have registration for the club. We give each girl interested a questionnaire. Meetings are held every Friday after school, in the school auditorium. Movies, filmstrips, guest speakers, or just discussions form the business of the meeting. Girls who are bothered by questions which they will not, unfortunately, ask their mothers, do not mind writing them out. In this way, many doubts are cleared up for the girls and many right attitudes formed, particularly on dating, a subject dear to the heart of every girl.

There are many sources of free material available today, to aid the young miss form

correct grooming habits. We send to all possible sources and then pass the material on to the members. There are many valuable leaflets today too, to give the girls a proper value of the worth-while things in life.

Girls Are Important

Girls are important. They are the women of tomorrow, and we know that a nation is as strong as its women are good. Our girls need guidance today, if they are to counteract and stand above the low standards which the world sets. The world was lost because of Eve—but it was regained through Mary. Today our girls follow either Eve or Mary. They need help to choose correct paths—to bargain wisely at Life's counter. Much of their help should come from their mothers, but somehow too many mothers seem loathe to talk to their daughters. Many mothers even foster worldliness in their daughters, lest they appear different from others.

Zealous Teachers

A religious teacher who loves girls, who is keenly alive to the dangers facing girls, and who is not afraid to answer their questions, can do much to "change the world." Something has to be done—and soon. It requires a lot of work to run a club like this; it entails suffering in many instances, when those who should be with you, can't seem to understand your efforts. If your faith in what you are doing is sufficiently strong, and your love for Jesus and Mary ardently aflame, you will work on undaunted. You will have the consolation of seeing your girls, not all of

them, of course, "dare to be different" in the right sense. You will have the gratitude of their mothers who will appreciate every effort you make—and above all, you will be encouraged by the improved social order set up by the girls themselves in their own groups.

Practical Purposes

Many of our Catholic schools do not have a home-economics department. To encourage homemaking, we send for various kinds of recipe books; we have a hobby contest to encourage knitting, crocheting, weaving, and handcrafts. To encourage dressmaking, we close our year's activities with a fashion show. All entrants make their own dresses—and even gowns. We usually divide the models into three classes—inexperienced, experienced, and gowns. Each group receives prizes. The first winner of the "gown group" is crowned queen of the fashion show.

We are proud and happy about our C.P.C. at Catholic Central. The registration may total 500 girls. One of the first questions asked in September is, "Sister, when does the C.P.C. begin?"

Teachers and lovers of girls—won't you read this article twice and then act? There is so much you can do to give the world girls who are more "Marylike." If you are interested, just drop a line to C.P.C., Catholic Central High School, Troy, N. Y., and all possible information will be sent to you.

May "Mary, model of all women" be with you in every effort you make to help our Catholic girls "dare to be different."

*Catholic Central High School, Troy, N. Y.

A Study of Magazines

Sister Helen Marie, O.S.F. *

It is a national problem. Newspaper editors, big businessmen, and English teachers agree in bewailing the lack of reading. Librarians say that their stock is static. Bookstores admit that they make their profit on greeting cards and scotch tape. And all this despite the book clubs and the pocket editions. Americans are allergic to anything long—300 pages—anything hard—a historical novel—anything between two hard covers—books in short.

Even J. Q. Public has become aroused about the situation. He has dumped the problem neatly into the lap of the schools. From here it has landed in the catchall of the English course. "Get them to read" is the new war cry. And it can be a fight to the finish.

Americans Do Read

But, I object, Americans do read. Ask the postman. Every week, every month, he is deluged with magazines. Whether the boys and girls in our high schools read this flood or not, they are being exposed to it. However, in our English programs we are still plugging away at books and think we are being very liberal if we substitute a modern novel for an old classic. The magazine, as an appetizer for more and better reading, seems relegated to overstuffed racks or the oblivion of the bound periodical room.

English teachers have many valid and valuable reasons for their reluctance to teach the magazine. There seems to be little or nothing written in the line of teacher's guides or units of studying the magazine. Teachers object that magazines are so ephemeral, new issues every week, every month. Who could keep up with this flood of printer's ink? Much of the material is cheap; some of the advertisements are ridiculous. Moreover, the multiplicity of types of magazines and types of literature in each magazine make teaching difficult. And which magazines do you study? Where do you get copies? What do you study in each magazine?

An Initial Assignment

Wait a minute. One question at a time. Since there are no set units let's just work out our problems in practice. Start your magazine unit with an assignment to go home, explore the magazine rack and complete a list

of magazines found at home. The students will surprise themselves at the number and variety. Next day, make a survey to determine the ten most popular magazines. In our junior English class, we found that *Better Homes and Gardens* rated tops. The only trouble, no junior read it! This was an obvious place to start.

We studied the make-up of the magazine—pictures in colors or black and white; size, length and width, number of pages; drawings; cartoons, etc. We studied content: types and quality; authors: their importance as writers, their authority. We examined the business side of the magazine—advertisements: in relation to content, in relation to circulation; price of subscription; etc.

Getting a Background

After we had made a thorough study of *Better Homes and Gardens* (the home-economics teachers blessed us), we divided into small groups of four or five and each group selected a magazine to study, following the same pattern. Each group took a different type of magazine, and at the end of several

class periods, we had a valuable comparison.

From here we branched out to the study of some good but not too well-known magazines. Perhaps in the preliminary survey someone subscribed to *National Geographic*. Let her sell it to the class. The same thing holds good for the *Atlantic Monthly*. Since I have never had a class where anyone subscribed to *Poetry* I take this for my report. Some classes become interested in making a study of the digest magazines, or perhaps a display of trade magazines.

Making Progress

During this work on magazines, the students make a notebook including actual examples of the points studied, taken from their magazine. Each girl is required to provide herself with a copy of the magazine studied as a class project and the one used in her group. Finally, students may make a class magazine composed of the best features in the periodicals they have studied.

In reply to some of the objections stated before, I will confess that teaching the magazine offers some problems in procedure. No set program, no definite text, are challenges to the ingenuity of the teacher and give her a splendid opportunity to plan not for the student, but with him.

In reward, the English teacher who ventures a unit on the magazine will find that the current periodical puts new life into her classes. The students will read more, with more enthusiasm. What could be more intriguing to our modern youth than the colorful up-to-dateness of a current magazine.

Part Singing in the Elementary School

Sister Rose Margaret, C.S.J. *

A child once said to his teacher, "Two-part singing reminds me of a layer cake—one layer is good, but two layers are better. I'll be glad when we can have four layers of singing."¹ No doubt many children with experience in part singing could say the same thing.

Part singing should not be tried until children are ready for it. They are not ready for it until unison singing has been well developed and thoroughly established. Children should learn to listen while they sing, and unless they can hear the harmony and enjoy

it, part singing will not be profitable. Ability to hear two parts properly means that, while singing, one can hear the other part. This takes time and training. Part singing is primarily an ear problem, not a reading problem, and children should learn to sing two parts before reading two-part music. It should be considered a "sharing process," not as individual parts where each part goes merrily on its way alone. The individual singing parts are parts of a whole.

Learn to Hear Parts

Even as early as the kindergarten and first grade, children may be prepared for hearing part singing. Indirectly they can be made conscious of harmony through the accompaniments to

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¹ *Teaching Children Music*, Louise L. Myers, Prentice-Hall, Inc., New York 11, N. Y.

their songs, their listening pieces, the music for runs, skips, marches, etc., in their rhythmic activities, and in the music for their rhythm bands. For this reason all music used for children, even in the kindergarten, should be good music—not necessarily difficult music, but good. We are getting, in our newer publications, more and more good compositions, either selected or arranged, for the teacher with limited musical ability.

Even in the kindergarten a child should be taught to listen to the kind of tone he is making on his triangle or with his bells. If children are encouraged at times to sing very softly and listen to an accompaniment or to a recording they will become conscious of "fitting their singing" to another medium of expression. Children must be encouraged to listen and sing simultaneously if they are to learn part singing. Hearing recordings of part singing or of two or three instruments will also be helpful.

Beginning Part Singing

In the ordinary elementary school under normal conditions and where there is a consistent program of music in the lower grades, children are ready for two-part singing in the fifth grade. Often, though, in the fourth grade, children may be made conscious of definite parts. For example, where a teacher can carry the alto to some well known song, such as "America," she may supply this part as a "surprise" for the children, and it is a pleasure to watch their faces when this is done. Or in the chorus of "Home, Sweet Home" and many like songs, almost the whole chorus may be sung by the teacher using thirds below the melody. Granted that this is not the highest form of part singing, still it does make children conscious of harmony. After a few trials, one or several of the more musical children may be encouraged to help the teacher sing her part. In a few of the first two-part songs the teacher may sing the soprano while the class sings the second voice.

The teacher should know both voices in a two-part song before commencing to teach it, and she should be able to hear both parts while the song is being sung. This is sometimes difficult for the inexperienced teacher, but it becomes easier with practice and experience. After some experience in hearing one part while carrying another part, children are ready for two-part singing. When this is begun depends upon the previous training of the class.

The singing of a familiar round (for example, "Three Blind Mice," "Brother John," "Oh, How Lovely Is the Evening") is one way of introducing two-part singing. A round, however, provides little useful preparation for part singing. Often each side is so intent on

carrying its own melody that the other parts are not really heard. Often, too, so much emphasis is placed on carrying the part that tone quality suffers greatly. Only when these common faults are avoided can the round be useful.

Children find singing the scale in thirds both interesting and helpful when beginning part singing. The scale may be sung in the keys of D or E flat, ascending or descending; the latter is somewhat easier in the beginning. If a few measures are placed on the board there is the advantage of being able to use different note values, thus also gaining experience in rhythm.

Short groups of tones may be sung through imitation or from the staff or from numbers. No time values are given so that the tones may be sustained at the discretion of the teacher and the harmony may be better heard. Short improvised sentences may also be sung with these melodies, such as "Hear the rain. On the pane" (repeated) or "Hail to our flag, red, white, and blue," etc.

1 3 1	1 1 1	1 3 1	5 6 5	8 7 6 5
1 1 1	1 5 1	1 5 1	3 4 3	3 5 4 3

Assigning Parts

Usually in grades five and six no permanent assignment of parts is made either for the upper or lower voice. In the normal classroom the groups should be divided approximately in two even parts with boys and girls on either side. It is a mistake to think that boys have naturally an alto quality. In fact, in an unchanged voice the reverse is more often true.

Although some music educators suggest that the whole class learn the two parts in a song, this seems a waste of time and is often difficult for those taking the lower part, because, if they have been singing an upper voice, they will be inclined to sing with that voice when two parts are being sung. In the same song the parts should not be interchangeable, but parts should be changed for each side in successive songs. Letting a weaker part sing the words while the stronger part hums sometimes helps to gain control over the weaker part.

Use Simple Music

In the beginning music selected for part singing should be simple; it is discouraging and often fatal to try to do part singing that is too difficult. Nothing dampens the love for part singing more than plodding laboriously through the reading—note by note—of material that is too difficult. Having children sing parts separately over and over again before putting them together is not teaching part singing. If this is necessary, the class is not ready for part singing. Also,

in the beginning, we should see that the children know the place in the book of the voice they are singing. This is more important than we sometimes realize.

In our selection of part songs we should try to choose those with an interesting second part and with an independence of voice parts. Such music should help our children in the singing of polyphony when they are older. We have too many songs where the soprano has the melody and where a second or third voice sings an uninteresting part made up mostly of thirds, or else drones along with only two or three different notes. No wonder older children sometimes dislike singing lower parts in songs.

The Final Step

What has been said of two-part music can readily be applied to three-part songs. The beginning of two-part music is more difficult than the beginning of three-part work. However, a class that cannot sing two-part songs easily is certainly not ready for three-part singing. In grades seven and eight the changing voice of the boys and even the quality of some of the girls' voices often necessitates keeping the same voices on the same part. When a difficulty presents itself in singing three parts in the beginning, the problem is often solved by singing two parts alone and finally all three parts.

Three-part chords prove very interesting to beginners in three-part singing. Sustain each chord so that the harmony may be heard. These may be placed on the board using numbers or on the staff. Adding words such as "Praise we all the Lord," "Autumn days are here," "Christ, the Lord, is born," "Christ, the Lord, is ris'n, Alleluia," makes these chords still more interesting. Example:

Keys: A, A flat.	Keys: C, D, E flat.
4 5 2 3	8 8 8 7 8
3 2 7 1	5 6 5 5 5
.	
1 5 5 5	3 4 3 2 3
.	
Keys: A, B flat, C.	Keys: F, G, A flat.
3 4 3 2 3	5 6 5 5 5
1 1 1 7 1	3 4 3 2 3
.	
5 6 5 5 5	1 1 1 7 1
.	

In closing a word of caution may be added. Do not let children feel that unison singing is inferior to part singing. Fine unison singing is an accomplishment that is often not appreciated. Art songs and our Gregorian chant when well sung are good examples of fine unison singing. Good unison singing, however, demands music with a good melody line and artistic performance. Let teachers always remember that when we bring good music to our children we are bringing them beauty, and beauty is a participation in the Divinity.

For the Middle Grades

The King's English, Murdered and Revived

Sister M. Kenneth, O.S.F. *

SCENE: The corner of a neighborhood park. A park bench is placed a little to the left of the center of the stage facing audience.

Enter three children of grammar school age walking slowly from right to left discussing the problem of English.

VIRGINIA: Do you know, I'd just as soon wash dishes all day as work on this old English?

MARY ANN: You surely must hate it then.

VIRGINIA: I do. I can't see much sense in school any way you take it. [All sit down on park bench looking disconsolate.] But I s'pose a person would never make a living without arithmetic fer instance. And it's good to know joggerfy in case you decide to travel. And science is intrsting when it's 'bout intrsting junk. But everybody here in 'merica kin understand my language, so why does a guy haf ter get fancy, I ask ya?

MARY ANN: No use asking me. If I had the chance to run a school, I'd throw the whole business out.

DAVE: I guess from how hard teachers work at it, they'd just as soon get rid of the job. But what's anybody going to do about it? It's like belling the cat.

MARY ANN [gets paper out of notebook and grabs pencil out of Dave's pocket]: Let's get up a petition! How do they go? [Thinks a minute and writes.] We, the undersigned, aim to stop all languages in school, except maybe for telling stories and saying funny poems and such.

VIRGINIA: Gee, that's swell. Now let's get people to sign this here paper.

DAVE: Good! No more English. Oh, look here comes that lady that just moved into the new home they just built near our house. They say she's got piles of dough. Somebody's with her.

MARY ANN: Let's not let them git their peepers on us. Squat down here. [Get behind the park bench.]

[Mrs. Van Leech and Joyce walk across the front of the stage from left to right carrying on the following discussion as they go.]

Joyce: No, ma'am. I ain't fussy, no how. It don't make no difference to me how many

*St. Mary's School, South Milwaukee, Wis.

kids ya got. I sing kinda good and maybe I kin git dem ter sleep right quick. And den, oh boy, mebbe I kin git time to read dem comics what nobody don't let a guy read in school.

MRS. VAN LEECH: I am sure you would make a good baby sitter. But I had someone else in mind. I intend to keep the one I take this year and have her come with us next year when we travel.

JOYCE: Fine! I ain't seen nuthin' but this here county. I'd sure like that job.

MRS. VAN LEECH: But my dear, I am trying to teach my children to use good English. At their age they are such imitators, you know. [Leave stage at left.]

VIRGINIA [from behind bench]: She's sunk. Dat dame won't give her the job.

DAVE: Ya think she'd give it ter you if her children imitate?

[Enter two taller boys as school members from left and discuss as they go to right of stage and leave it.]

MR. BROWN: This school board business is not a snap, I'm finding out.

MR. TRENT: I thought you said you were going to like it.

MR. BROWN: Not when it comes to hiring and firing. Look at these. Didn't those people ever learn to write a decent letter? No wonder they all want application blanks. If they can't put an apostrophe in a contraction, they ought to have enough sense to use both words. And that would keep them from saying "it don't." The president of the bank said his bookkeeper is great at figures, but he has to do all his own letter writing or he would be disgraced for life. He's looking around for a real secretary. In a small bank like that they can't afford to hire one person for each job. [Leave stage.]

[Enter Kay Marie and Kathy.]

KAY MARIE: I am so sorry you missed the meeting yesterday. We had election of officers and now Mrs. Homer is president, you know.

KATHY: Yes. Marie called and gave me the results. I had rather thought Mrs. Larkin would get in. I am so new in town, I don't know her very well, but she does seem to be a good manager.

KAY MARIE: That she is. But have you ever heard her carry on a conversation? She murders the King's English, if I may use that expression. The club occasionally sends its officers to central meetings. We couldn't have her represent our group for fear she would be called on to give her opinion in some matter. [Leave stage at right.]

[Enter Sandra who sits down on park bench and gets out book feigning to read it. Joe follows soon and sits down next to her.]

JOE: Hullo! Whatcha bin doin' today? Got anythin on yer min'? If ya ain't got nuttin to do t'night, me an' you could see the pitcher at the Alhambra. To said it's a wow. Me and him's bin talkin' 'about it di mornin'.

SANDRA: I'm supposed to meet a friend of mine here. I am sorry but I promised my brother I would take care of his youngsters this evening. Oh, here is Jean right now.

JOE: Boy, I'm footin' it out, right now. I hate bein' introduced. So long. See you agin. [Runs off stage at left.]

JEAN [coming from right]: Have you been waiting long?

SANDRA: No, but I was glad you came. Joe is a nice fellow, but his English is abominable. I hate to refuse to go places with him, but he is so careless and people do notice it even if they don't say anything.

JEAN: That's too bad. Doesn't he know how bad he sounds?

SANDRA: I doubt it. No one would hurt his feelings by telling him at his age, and he doesn't seem to catch on by himself. He should have learned that when he was much younger. [Getting up from bench] Do you realize we will be late if we don't hurry? [Both leave stage hurriedly at left.]

[Enter Peggy and May Joan coming from opposite sides.]

PEGGY [at meeting somewhere near the center of stage]: Oh, hello. How do you like Smith High? Are you taking anything exceptional?

MARY JOAN: I am taking a regular freshie course this year. I think I am going to like languages. Some of the people in our classes are having an awful time. Besides not speaking English, they don't seem to know a noun from a verb.

PEGGY: We had some like that when we were freshies and we still have them. They can't seem to catch on to grammar in Latin or in any of the modern languages either. Their vocabulary wouldn't be too bad, but they don't know first person from second or that an adjective modifies a noun and not a verb. I have always been glad I got that straight in the grades even though I thought I was a martyr wasting my precious time on it.

MARY JOAN [looks at watch]: Come over some time. I have to dash right along now.

There is a staff meeting at 2:30. Maybe I will get voted in. Usually freshies aren't, but the adviser of the school paper said that even though my style isn't too good as yet, she likes the way I write paragraphs. She said writing a good sentence has almost become a lost art.

PEGGY: That's what our English teacher said about punctuating correctly. She said as long as there's no machine on the market that will do it correctly, people ought to learn at least the fundamentals when they are in school. Good luck to you at the meeting.

[Both leave in a hurry at opposite sides.]
[Virginia, Mary Ann, and Dave come from behind bench and sit down. Mary Ann slowly tears up the petition she had written.]

MARY ANN: Well, that's that.

KATHLEEN [coming from behind stage looking for her sisters and brother]: Hey, ain't youse guys comin' home pretty soon. Just wait, you'll ketch it. Ma don't know where you was all mornin' neither. And them kids next door was hollerin' fer youse.

MARY ANN: Please! Can't you use better language? It don't . . . I mean, it doesn't

sound as if you ever learned nuth . . . I mean anything.

DAVID: Waal—who's noticing whose English now?

KATHLEEN: Aren't you the ones who believe in saying what you want just so the rest know what you mean?

VIRGINIA: Perhaps, we did give you that impression. But I am beginning to think it is high time we watch our speech. It may mean a great deal in the future.

[Exeunt.]

Celebrating Holy Week With the Church

Sister M. Cletus, S.M. *

On Palm Sunday we began what our Holy Mother the Church calls Holy Week. During this time she wishes us to recall the mysteries of our Lord's Passion, Death, and Resurrection, which are shown so beautifully in her liturgy. Let us try to understand and live its deep and rich meaning.

VERSE CHOIR:

LEFT: Let us go in peace.

RIGHT: In the name of Christ.

ALL: Amen.

[Dramatize Christ walking into Jerusalem with His disciples and the children, some waving palm branches, others spreading their garments before Him.]

CHOIR ["Hosanna in the highest"—*Benedictus, Mass XVIII*].

SOLO: When the people heard that Jesus was coming to Jerusalem, they took palm branches and went out to meet Him, and the other children cried out saying:

ALL: This is He who is come for the salvation of the people. He is our Salvation and the Redeemer of Israel.

SOLO: The Hebrew children bearing branches of olive went forth to meet the Lord, crying out and saying:

LEFT: Hosanna in the highest.

SOLO: The Hebrew children spread their garments in the way and cried out saying:

RIGHT: Hosanna to the Son of David.

ALL: Blessed is He that cometh in the name of the Lord.

HOLY THURSDAY

[In between acts, while the setting was being prepared, we used recordings of appropriate psalms and hymns. Here we used an English translation of "Ubi Caritas."]

*St. Michael School, Flint, Mich.

[A large symbol for Holy Thursday was brought out by two boys. (See *With Christ Through the Year* by Dom Strasser.) Dramatize Christ seated at the table of the Last Supper with His disciples.]

SOLO: It is the night of the Last Supper. Jesus has brought His Apostles to the upper room where He gives them the greatest of all Gifts—His own Body and Blood.

LEFT: Who the day before He suffered, took bread into His holy and venerable hands.

RIGHT: And with His eyes lifted toward heaven, He said:

ALL: Take ye and eat, for this is My body.

SOLO: In like manner, taking the chalice, He said:

LEFT: Drink ye all of this.

RIGHT: For this is the chalice of My blood

LEFT: Which shall be shed for you and for many

RIGHT: Unto the remission of sins.

CHOIR ["Taste and See"—Dom Vitry, Book III].

SOLO: He now gives them His last message of love.

LEFT: A new commandment I give unto you.

RIGHT: That you love one another as I have loved you.

LEFT: By this shall all men know that you are My disciples.

RIGHT: If you have love for one another.

CHOIR [sings "Ubi Caritas"].

VERSE CHOIR

ALL: Where charity and love abide there God is.

LEFT: The love of Christ has brought us together as one.

RIGHT: Let us rejoice in this love.

LEFT: Let us fear and love the living God.

RIGHT: And with sincere hearts let us love Him.

CHOIR [repeat the "Ubi Caritas"].

ALL: Where charity and love abide, there God is.

SOLO: Let us then hasten to this beautiful love feast of the Holy Eucharist, that we may be one with Christ and with all men.

[While the choir hums "Taste and See" or some hymn appropriate for Holy Communion, five or six (or more) walk up to the Communion rail and back.]

GOOD FRIDAY

[Child brings out symbol—"With Christ Through the Year"—Strasser.]

SOLO: Good Friday—the day on which Christ died for us.

SOLO: At that time Jesus went forth over the brook Cedron where there was a garden, where He entered with His disciples.

[Dramatize our Lord kneeling in the garden.]

LEFT: And Judas also, who betrayed Him, knew the place.

RIGHT: Because Jesus had often gone there together with His disciples.

LEFT: And when they came up with lanterns and torches, Jesus said to them [dramatize]:

ALL: Whom seek ye?

RIGHT: Jesus of Nazareth.

LEFT: And Jesus said:

A FEW VOICES: I am He.

ALL: And they took Him and bound Him and led Him away to be crucified.

CHOIR ["Like Unto a Sheep"—Dom Vitry III or IV].

SOLO: And when He had reached Mount Calvary, they crucified Him between two thieves.

LEFT: And knowing that all was finished, He bowed His head and died.

CHOIR [hum "Like unto a Sheep"].

CHOIR: 1 1 1 1 1 1 1
(1) We adore Thee O Christ and we
1 6
praise Thee.

CHOIR: 1 1 1 1 1 1 1
(2) Because by Thy holy cross Thou
1 1 1 6 1
hast redeemed the world.

SOLO: Behold the wood of the cross on which Christ hung.

ALL [kneeling]: Come, let us adore. [Choir may sing "Veni adoremus" here.]

[The crucifix is uncovered a portion at a time as in the ceremony for Good Friday, each time singing "Veni" and/or saying, "Come, let us adore."]

VERSE CHOIR [a few]: My people, what have I done to thee, or in what have I grieved thee? Answer Me.

LEFT: I brought thee out of the land of Egypt.

RIGHT: And thou hast prepared a cross for thy Saviour.

LEFT: I fed thee with manna in the desert.

RIGHT: And thou hast beaten Me with blows and scourges.

LEFT: I gave thee the water of salvation in the rock to drink.

RIGHT: And thou hast given Me gall and vinegar.

LEFT: O Holy God.

RIGHT: Have mercy on us.

ALL: May God have mercy on us and bless us.

ALL [with fuller voice]: May He cause the light of His countenance to shine upon us, and have mercy.

[Here a purple-covered pillow bearing the crucifix may be placed on a little step for adoration. While a few children go to venerate it, kneeling three times as in the Good Friday ritual, the choir may sing an appropriate psalm or hymn.]

HOLY SATURDAY

(Easter Vigil)

[Children bring out symbol for Holy Saturday. With Christ Through the Year. The stage is in total darkness. From behind the curtain the "priest" begins.]

PRIEST: The Lord be with thee.

ALL: And with thy spirit.

LEFT: O God, who didst give light to the whole world, bless this new fire.

RIGHT: And grant that we may so live, that we may come to eternal light.

LEFT: Through Christ our Lord.

ALL: Amen.

[Behind the curtain the paschal candle is lighted.]

LEFT: May the light of Christ gloriously risen

RIGHT: Destroy the darkness of our hearts and minds.

DEACON [entering the church, sings "Light of Christ" or "Lumen Christi"].

ALL [kneeling]: Thanks be to God [or "Deo gratias"].

[Repeat in two ascending tones as procession advances toward altar. All the lights are lighted here.]

CHOIR ["Behold the great Lord shall come" or any hymn or psalm which sings of light. Dom Vitry—Book III or IV. Or one or two thoughts from the "Exultet".]

LEFT: As the hart thirsts for the fountain of water,

RIGHT: So my soul thirsts for Thee, O God.

LEFT: Let us pray.

ALL: O God, mercifully look upon us, who thirst for Thee, and grant that through our baptism, our souls and bodies may become holy. Through Christ our Lord. Amen.

CHOIR [hum "Te Deum" or "Holy God We Praise Thy Name"].

[A "Catechumen" comes and stands before the "priest."]

PRIEST: What do you ask of the Church of God?

CATECHUMEN: Faith.

PRIEST: What does faith bring thee?

CATECHUMEN: Life everlasting.

PRIEST: If, then, you desire to enter life everlasting, keep the commandments. — (John, or Mary, etc.) enter the temple of God that you may share eternal life with Christ. Ephpheta, that is, May your ears be opened to the things of God. Do you renounce Satan?

CATECHUMEN: I do renounce him.

PRIEST: And all his works?

CATECHUMEN: I do renounce them.

PRIEST: I anoint thee with the oil of salvation in Christ Jesus our Lord, that you may have life everlasting. [Continuing] —, do you believe in God the Father Almighty, Creator of heaven and earth?

CATECHUMEN: I do believe.

PRIEST: Do you believe in Jesus Christ, His Son, who was born and suffered for us?

CATECHUMEN: I do believe.

PRIEST: Do you believe in the Holy Ghost and the Holy Catholic Church?

CATECHUMEN: I do believe.

PRIEST: Do you believe in the communion of saints and the forgiveness of sin?

CATECHUMEN: I do believe.

PRIEST: Do you believe in the resurrection of the body and life everlasting?

CATECHUMEN: I do believe.

PRIEST: I baptize thee in the name of the Father and of the Son and of the Holy Ghost. [Placing a white garment over his shoulder, he continues:] Receive this white garment and

see that you keep it unstained before the judgment seat of our Lord Jesus Christ, so as to attain eternal life.

CATECHUMEN: Amen.

PRIEST: Receive this burning light and see that thou guard the grace of baptism without blame. Keep the commandments of God, so that when the Lord shall come to call you to the heavenly wedding feast, you may meet Him with all the saints in the heavenly courts there to live forever and ever.

ALL: Amen.

[Tapers or candles are lighted.]

PRIEST: Let us all renew our baptismal vows together. . . . I renounce Satan . . . [all join in].

PRIEST: Now go in peace and may the Lord be with you. Our Father . . . [all finish prayer aloud].

[Priest and altar boy now go to the altar, together make the sign of the cross while the choir sings the last Kyrie of some festive Mass. I or II is perfect.]

PRIEST [intones the Gloria. Bells ring, choir sings "Et in terra pax" and a few more phrases].

VERSE CHOIR:

LEFT: Lift up your hearts.

RIGHT: We have lifted them up to the Lord.

LEFT: Let us give thanks to the Lord our God.

RIGHT: It is truly meet and just.

ALL: That we should give thanks to Thee, O Holy Lord, Father Almighty, everlasting God.

CHOIR [Alleluia—Dom Vitry, Book IV].

LEFT: Let us praise the Lord our God.

RIGHT: For Christ our Pasch is sacrificed.

LEFT: If you be risen with Christ,

RIGHT: Seek the things that are above.

LEFT: O Queen of Heaven, rejoice, Alleluia.

RIGHT: For He whom thou didst deserve to bear, Alleluia.

LEFT: He has risen as He said, Alleluia.

RIGHT: Pray for us to God, Alleluia.

LEFT: Rejoice and be glad, Alleluia.

RIGHT: For the Lord is truly risen, Alleluia.

ALL: Thanks be to God, Alleluia.

[All sing "Ye Sons and Daughters," three stanzas.]

THE ULTIMATE GOAL

In addition to the inspiration and instilling of high ideals which is the task of every teacher, the Catholic teacher must bring Christ into the classroom. He must present Christ to the pupil so vividly that, though all else that he has learned in school may fade from the student's memory, he will have the example of our Saviour always in his mind.—Rev. Charles F. Donovan, S.J., School of Education, Boston College.

Art in the Elementary School

*Sister M. Imelda, O.S.F. **

Poets and artists spend hours in contemplating nature. They grow imbued with poetry and with beauty, losing themselves in long reveries before the harmonies of this earth or of the starry universe. Yes, the wise observers see beauty everywhere in this wonderful world of ours.

Every Christian teacher, therefore, realizes and feels it her privilege, opportunity, and duty to bring God's created beauty to the minds and hearts of her pupils, to train her students from an appreciation of created beauty to know, use, and create beautiful things in such wise as to find and serve the uncreated beauty of God, to train the children to recognize the reasonableness of order and harmony with God, neighbor, and self.

Today we find that art is one of the important subjects of our school curriculum. Hence it is quite essential that every teacher of art be well prepared for this phase of her work. The following art plan has proved helpful.

Art Lesson Plan

Subject of Lesson: Designing and Coloring Birdhouses

Type: Combination. The lesson began as a directed lesson, but ended as an individual problem.

Objectives:

General: To develop appreciation of seeing beauty of God expressed in the order and beauties in the world, which should be the source of fostering the "art of beautiful, virtuous living." To stimulate and develop feeling and sense of gratitude and respect for what God gives us for our pleasure and satisfaction.

Specific: To integrate art with other subjects; for example, we discussed the structure and use of the dogwood and the apple blossoms which the children placed in their picture. To develop recognition of art elements: color, line, tone, and form. To teach art principles: balance, proportion, emphasis, center of interest, rhythm, form of the birdhouse. To develop individual habits and skill in crayon techniques. To teach the combination of colors.

Procedure:

Approach: The children were advised to

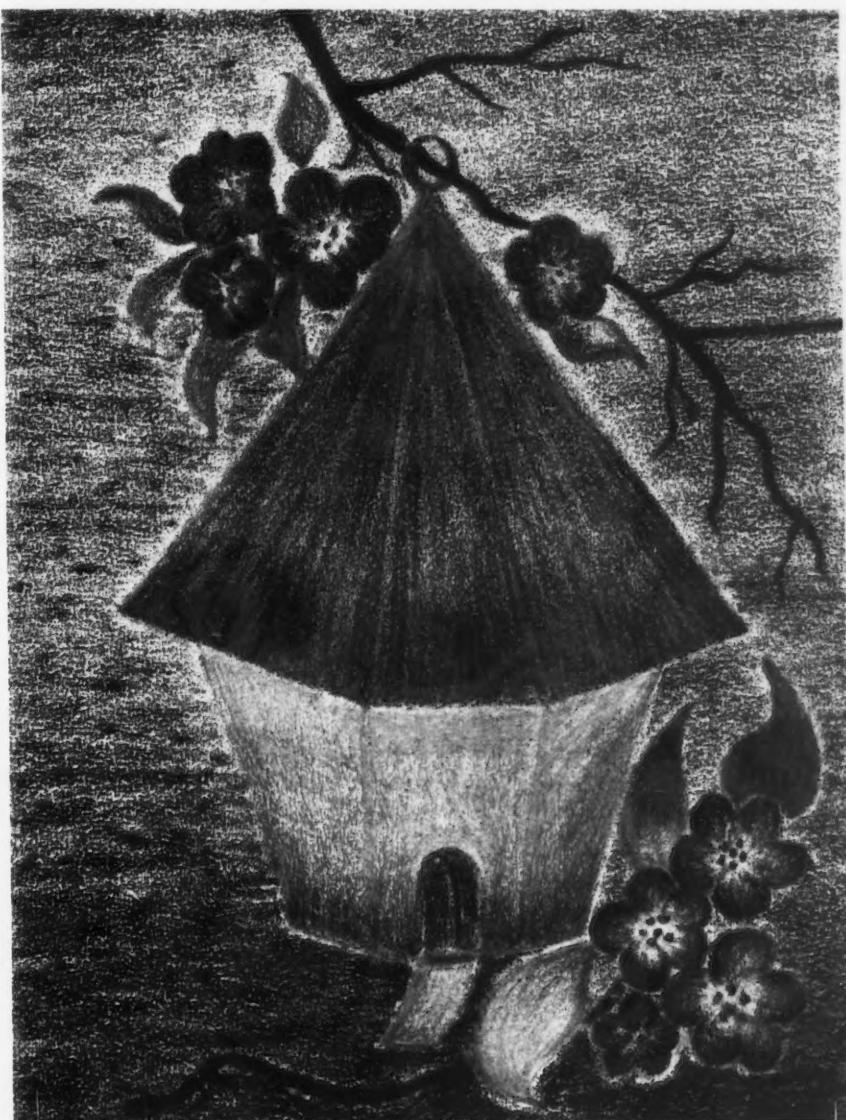
look for and enjoy the beauty in God's nature, to notice the budding of trees, the flowers coming up, to notice their various colors and form, to listen to the chirping and singing of the birds that have returned to us. the building of nests, to view and notice the colorful plumage of the birds, the robin, cardinal, and others which are seen in the neighborhood, to look for the different kinds of birdhouses in the vicinity, to observe the

beautiful sunrise and sunset, the passing of the white clouds. Thus were developed the powers of observation and visual judgment. Interest and desire for art were stimulated, which, in this case, were the designing and coloring of birdhouses.

Material: White drawing paper and crayons were passed to the children by girls in charge. Pupils were permitted to use either one of the following groups of neighboring colors for their birdhouses: yellow, yellow-orange, orange, red-orange, and red; or the other group of neighboring colors, namely: yellow, light yellow-green, green, dark green, and prussian-blue.

Development:

The steps of the actual working process were enumerated, a step at a time. Several forms of birdhouses and flowers were roughly sketched on the board to give the pupils an idea as to how to begin. Standards were writ-



ten on the board: using colors strongly; blending the colors; neat work. Colors used in order from top:

yellow	yellow
yellow orange	light yellow-green
orange	or green
red-orange	dark green
red	prussian-blue

The background was to range from yellow to red on birdhouses made in green; and to range from yellow to blue on birdhouses made in yellow.

Evaluation:

When the pictures of the birdhouses were finished, they were mounted on green con-

struction paper, pinned on the corkboard, and a survey took place. The children were allowed to appraise their own work and that of others. They used the standards mentioned above as guides for the evaluation of their work. Credit was given to the best work, as also to the children whose work did not show unusual creative talent, but was executed meticulously—strong use of crayon, or otherwise neatly done work.

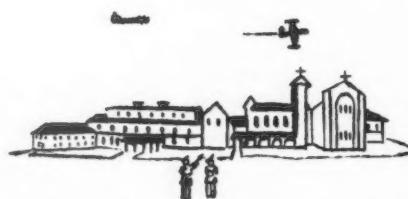
Appreciation:

The work completed and exhibited, the pupils manifested great joy and appreciation of the experience of creating a finished work, colorful production of their hands. Constructive criticism given was an inspiration to do better in the future.

suggested a farm for background; another offered to bring plastic building blocks; another suggested that a train on the outskirts would also provide background. Soon the project was taking definite shape. Cardboard frames in which the cadets' shirts come back from the laundry were utilized and transformed into hangars and mechanic shops. All of the work done on the airport, with the exception of the mural and the arrangement of the objects, was done outside the regular classtime. The mural was painted during art periods and when classwork was finished.

Activities

1. Made a model airport.
2. Research work about airplanes and airports: beginning of aviation; early attempts to fly; myths; famous flights; kinds of airplanes and uses; how planes fly; parts of planes; instruments needed.
3. Stories centered about the airport: description of airport; explanation of background; applying specific Christian social principles to the work of the airport; explaining our debt to the past.
4. Learned new words for reading, spelling, and listening vocabulary.
5. Invited parents to open house.
6. Invited Major J. R. Gress, Lieutenant F. Srsen, other teachers, and classes to open house.
7. Invited Reverend Mother to open house.
8. Made a class booklet with illustrated cover.



A Student's Drawing

4. To provide an opportunity for development of co-operation, initiative, and responsibility.

Specific:

1. To correlate social studies with reading, English, spelling, art, and leisure time activities.
2. To enable the children to take pride in work well done.

The Approach Used

Since Marymount provides a hobby shop for the cadets' leisure time activities, the teacher suggested that it would be fun to make model planes. From this suggestion came many ideas for expanding the project from just making airplanes to developing an airport. In a parish school the craft work could be done at home.

The boys, who lived in neighboring cities and so went home to visit every Sunday, volunteered to bring their Erector sets in order to make buildings for the airport. One boy

The following samples of work will show how these activities were used. Many of the children lacked foundation in essentials of English, phonics, and spelling. In order to make English and spelling functional, the written activities centered around the airport were used for lessons in showing sentence structure, use of dictionary as an aid to spelling and vocabulary building, and help in using phonetic elements to attack unfamiliar words. Since grades five and six are together, this part of the English was taught to the entire group without distinction of grades.

MARYMOUNT AIRPORT Wesley Stoft

The 5th and 6th grades are making a model airport. We are using the back part of the room. We have a piece of paper on the wall on which we are drawing old and new planes. I am drawing a Coast Guard plane on it.

We have a bridge with cars on it, and we have a little farm in the background. One boy brought a train. A couple of the boys made some hangars, and I made an airplane beacon which stands on top of a gas station which we made into the main building.

The runway is right out in front. On it we have many planes. We have enjoyed making the airport and think it is very good.

A Correlated Project

Wings Over Marymount

Sister Mary Catherine, O.P. *

The roar of bombers and the putt of jets over Marymount Military Academy are heard daily. Since Marymount is located near an army air base, our cadets are very air minded. The sound of these bombers and jets became an irresistible distraction to the fifth- and sixth-grade boys. How could distinctions between sentences and phrases hope to vie with a guess at whether it was a *B29* or a *Globetrotter* flying overhead?

In order to change the distraction to an impetus for motivating the curriculum, the teacher outlined for herself the possibilities of an airplane project in which at least part of the curricula could be correlated. Since Marymount is a boarding school, the cadets have a diversity of background. Also, the fifth grade is the lowest grade in the school. A project would help the boys become better acquainted. The idea of an airplane project was received with keen enthusiasm. The following main objectives were established:

The Objectives

General:

1. To show our dependence on the past for ideas.
2. To foster an appreciation for the progress of aviation.
3. To correlate the Christian social principles with our daily activities.

*Marymount Military Academy, Tacoma, Wash.

WHAT WE OWE TO THOSE IN THE PAST

Thomas Harder

To those who lived in the past we owe a great debt. If it was not for them we would not have what we have now. We have in this world now, airplanes, gas stations, modern homes, trains and other sorts of things. We got many of these ideas from the past. But remember we depend upon God for everything.

If it were not for God we would not have the materials to build planes. Each person has his duties to be able to enjoy the rights of a human being, that is to do their work. God wants us to work together, play and be happy. God blesses us when we share our talents and work together. We also use the gifts God gave us. We also must work for others. All of these things we did while building our Airport.

WHAT KEEPS AN AIRPLANE IN THE AIR

Joe MacRae

An airplane can stay in the air if it goes at a speed of 50 miles per hour or more. Speed is very important in the flying of a plane. The faster a plane goes, the higher it can go, because the faster it goes, the more push and force there is under the wing, and forces push the plane up.

The wings are very important too. When the plane is going at a certain speed, the plane goes straight.

An airplane is made of a light metal, but it is very strong.

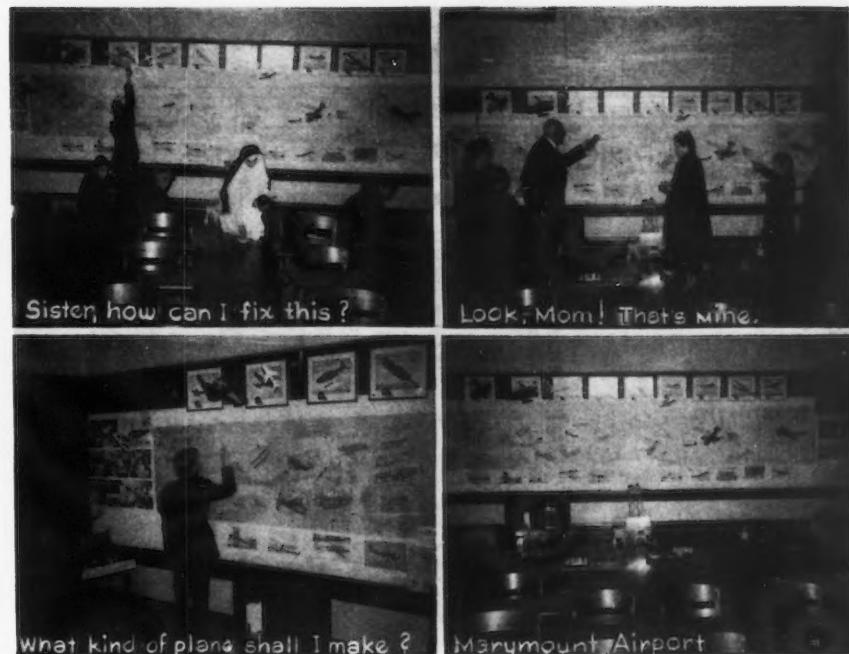
THE INSTRUMENT PANEL

Leonard Mills

The instruments are the dials and gauges set in panels in front of the airplane pilot. Some of the instruments in front of an airplane pilot are for air speed, altitude, turn and bank, engine speed, and compass and throttle. For almost every motion of the airplane and every action of the engine and its parts, there is some kind of instrument which tells the pilot exactly where and how the plane is flying and how well it is performing. Without the instruments much of modern flight would be impossible.

The instruments called flight instruments are those which tell the pilot about the actions of the airplane in the air, how high it is, how many miles an hour it is traveling, how level the wings are, how high it is where the plane is in relation to radio broadcasting and beam stations, and whether it is drifting sideways or not. Some small planes need only a few instruments.

By watching the pointer, the pilot can tell how fast he is going. The instrument is connected to a tube which is put on the outside of the plane. When the plane goes faster, the harder the wind blows on the tube, which makes the hand show that the plane is going



a certain speed. Not only must the pilot know how fast he is going, but he also must know how high his plane is or how low. This is important because modern planes fly over mountainous country and the pilot must make sure that he is flying high enough to avoid crashing straight into a peak. If the air is full of fog or stormy, the only way he can tell how high he is, is to look at the altimeter. If it says he is 2000 feet high and he knows from his map that there is a mountain 3000 feet high, he must send his plane upward. The pointer of the altimeter changes its direction as the pressure of the air changes. The pressure of air normally is about 15 pounds per square inch at sea level. The higher you go, the lighter the air becomes. The change in pressure and weight of air is what affects the altimeter and causes the pointer to move around the dial.

Spelling List

A spelling list was compiled from first copies of the stories and research work. The words were studied, tests were given, note was made of later papers in which the same words were used. In the majority of cases correct spelling was attained in later papers.

Conclusion

The unit terminated with the open house for the parents and other classes in the school. A different cadet was chosen to explain the work done to each group. Each cadet explained it to his own parents. An open house for the school was held on one day and one for the parents on another day.

Since most of the children had been to

the airport and had used air transportation, it was not thought necessary to plan a field trip to a real airport. In all the work the children realized that their airport did not resemble a real one in materials used in the construction, for a real hanger would not be made of cardboard, but they felt that it helped them to understand the importance and function of an airport. Being highly imaginative, they were ready to take off from Marymount Airport in their model saber jets!

Utilization of Curriculum

Reading:

Library books, basic readers, brochures, and pamphlets from airline companies.

Language Arts:

Oral and written stories, research papers, penmanship, spelling, rules of correct English.

Art and Craft:

Drew and colored mural, made model planes, made towers, hangars, and other buildings.

Developments

Attitudes:

Working with co-operation toward a common goal. Sharing material objects.

Skills Acquired:

Improvement in silent reading techniques.

Improvement in oral and written English.

Improvement in penmanship.

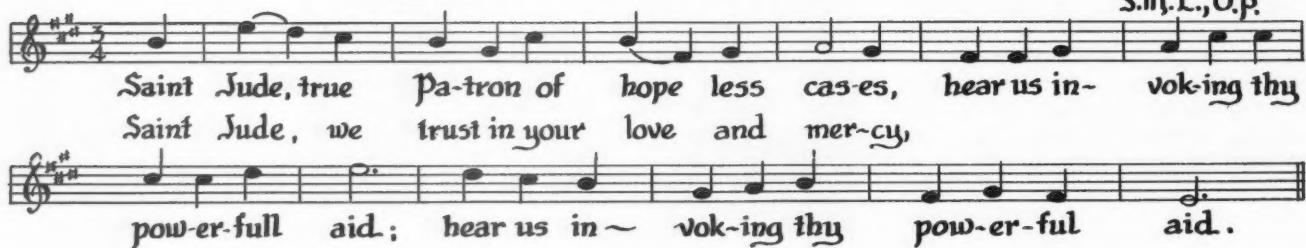
Realizing the importance of good penmanship.

Realizing the importance of art as a means for expressing ideas.

Extended Knowledge:

Hymn to St. Jude

S.M.L., O.P.



A Hymn for Young Children by Sister M. Limana, O.P., St. Mary's School, Janesville, Wis.

Enrichment of speaking, writing, and reading vocabulary.

The satisfaction of good craftsmanship.

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TYPING TO MUSIC

*Sister M. Leona, V.S.C., M.Ed. **

In trying to teach typing to a class of colored juniors, I found that one of the most difficult procedures was to teach evenness of touch. Even the emphasis, suggesting the staccato type of stroke, did not help much. One day an amusing incident occurred which I think was an eye opener. One of the boys was very sheepishly performing an innocent jig, just before the typing class assembled. At first, I presumed that he was sublimating an excess of energy. Nevertheless, I inquired as to the reason for such an action at that particular time. I addressed him saying, "Curtis, what are you doing?" "Sister, I'm just tuning up for my typing." This set me thinking that perhaps others needed "tuning up" also. I have always had some appreciation for the use of music in typing, but never to the extent that I do now. It is of tremendous value to the colored, who are naturally endowed with and inclined to rhythm.

*Mother Mary Mission, Phenix City, Ala.

Daily we devote from five to ten minutes of our 45-minute period to warming up exercises, and it is during this time that we have our music reveries. True, there are records, specifically prepared for typing classes, but we can easily substitute ordinary waltzes, marches, and skating records. It is amazing what progress is reached by the regular use of music in typing. After three months of practice, the beginners' class has uniform touch and there are no "ghost" letters in evidence either. Concomitantly, everyone of the students is accustomed to the "staccato" touch and there is no more "mashing" keys.

Music in typing has another invaluable effect, namely, music appreciation. Many a teen-ager is under some sort of tension. If his ear becomes attuned to hearing soothing and smooth music daily, for a year or two, he surely will yearn for it in later life in preference to the jazz and the hillbilly type that the youth of today loves so much.

Consequently, I feel compensated when I hear someone say, "Play that one again." "Whose March is that?" etc.

As is evident, music has both immediate and remote results. Let's use more of it; it pays.



A Practical Training

*Sister M. Walter, O.M. **

"Mother, am I going back to high school?" A pretty teen aged girl watched her mother expectantly, hopefully, wistfully, as she asked a question she hadn't dared to ask during the summer vacation.

A stern, uncompromising expression appeared on the face of her parent. "You have had three years of high school already, Mary Ellen, and your father and I have decided that you will stay at home now and help us on our dairy farm. Neither of us have had a high school education, and we have a good thriving business. If we don't have you, we'll have to hire another hand."

One Student's Problem

"But, Mother, I want to be a nurse," cried her daughter tearfully, "and I don't want to nurse cows the rest of my life. Haven't I had good marks in school?"

"Yes," agreed her mother, "and I have been proud of you, but what good will a few more years of Latin and mathematics do you, when you'll probably get married when you've finished high school anyway? To be a professional nurse nowadays a girl needs to be a college graduate, they say. By that time the boys will be ready for college. We need your help now, so don't talk any more about it."

The girl burst into tears, and left her modern up-to-date farm house and fled down the road toward the church. As she knelt in the rear of the chapel with head bowed, she did not hear a step until someone touched her and asked sympathetically, "Something bothering you, Mary?"

"Father Burke," she exclaimed, jumping up nervously. "No, I'm all right; it's nothing. I'm just disappointed about not going back to high school so I can be a nurse. My parents want to send the boys to college later; girls don't count," she said bitterly.

One Solution

"Do you mind if I go to visit them, Mary? I think you can study to be a nurse without finishing high school." The priest waited for her answer.

A hopeful gleam appeared in the girl's eyes; then she looked embarrassed. "I wouldn't want Mother to think that I have been complaining to you," she wept.

*Sisters of Mercy, Concord, N. H.

The priest smiled. "Your mother has made no secret of what she plans for you, Mary Ellen, but she is a very sensible woman. We'll see what can be done."

That afternoon Father Burke called at a hospital and told his story to a sympathetic director of a school of practical nursing. Together they made plans to help Mary Ellen. "Mrs. Holmes from your town," said Miss Ryan, "is a patient here. She was a teacher, you know, before she married, and had Mary Ellen's mother in school. You call her and tell her to visit Mrs. Holmes, and I'll do the rest. Try to get Mary Ellen to accompany her, too."

They Visit a Patient

The next day, Mrs. Carey, armed with flowers from her garden, drove up to the hospital. Mary Ellen was to call for her after she had done some shopping. An attractive practical nurse escorted her to the room of her former teacher. The nurse greeted the patient cordially, called the visitor's attention to a Toni-wave which she herself had given to her, straightened the pillows, and felt her pulse.

"How long may I stay?" asked Mrs. Carey.

"If Mrs. Holmes's temperature has gone down, you may stay for an hour," said the nurse, reaching for a thermometer. After a few moments she studied it professionally and said, "Good, it's perfect."

She left the room, saying, "I'll be back before you go, Mrs. Carey. I want to see Mary Ellen."

The old lady waved to the girl affectionately and said, "Oh, they're wonderful to me here. I couldn't ask for better care from these practical nurses."

"Why, Marylin was in school with Mary Ellen last year. I think she left in the middle of the year. What are the entrance requirements of these schools?"

A Few Requirements

"Marylin came here in February," answered Mrs. Holmes. "I believe the classes begin in September and February. Most schools have these minimum requirements: age — 18 years to 50 or older; graduation from elementary school; citizenship or declaration of intention to be a citizen; good health.

Marylin told me she disliked school, was old for her class, and needed to go to work. This course takes only a year. Usually three months of classroom instruction are followed by actual hospital experience."

"Have you any idea how much it costs?" asked Mrs. Carey thoughtfully.

"The tuition varies from nothing to \$175 for the entire course. During the period of practice in a hospital, full maintenance is generally provided and in some instances a small stipend is paid. In some schools, however, cash is needed for incidental expenses and for living costs during the period of classroom study."

"How much do they earn when they are graduated from an approved school of practical nursing?" Mrs. Carey was full of questions.

"Oh, \$5, \$7, or \$9 a day, depending on the length of the working day, the type of service required, and the community in which they work."

"Mary Ellen is very interested in nursing," confided Mrs. Carey. "She does not need to go to work, of course, and because of sickness she lost a year of school, so she would be old enough in February to enter a school like this, but I think if we let her have this course she would be satisfied to stay at home with us as we have planned. It sounds very practical, too."

A Practical Training

"It is the most practical training for any girl," enthused Mrs. Holmes. "The majority of girls get married, and I wish I had had this training when I was married. Think of the doctor bills I could have saved. Just look at what they learn. Both housekeeping and simple nursing procedures are supervised by a professional nurse. They learn to care for medical, surgical, and chronic patients, for maternity patients and for sick children. They may be called upon to care for diabetic patients; they are taught to give insulin. You may need Mary Ellen to take care of you some day. They are responsible for patients' meals, they plan a balanced diet, and do marketing. They learn how to help a patient amuse himself during a long convalescence; they are taught something about recreational therapy. They are even taught personal health."

A Visitor Learns

There was a knock on the door, and the trim superintendent of nurses looked in. "Oh, here is Miss Ryan," smiled the patient.

"How are you feeling this afternoon?" asked Miss Ryan.

"Much better, thank you," answered the patient. "I'd like to have you meet one of my former pupils, Mrs. Carey, Miss Ryan."

The superintendent greeted the visitor cordially.

"I understand from Mrs. Holmes that there is a great need for practical nurses," said Mrs. Carey.

"The need for properly trained practical nurses is more apparent at the present time than ever before in the history of nursing," said Miss Ryan.

"I never realized that there was a definite program for the training of practical nurses," said Mrs. Carey enthusiastically.

"Yes," nodded Miss Ryan. "As far back as 1944 a national committee met in Washington and made two principal recommendations:

"1. That a comprehensive analysis be made of this occupation.

"2. That a suggested curriculum be developed covering all of the training requirements identified in the analysis."

The patient explained, "You see, Mrs. Carey, the purpose of the analysis was to identify the basic skills that the practical nurse must possess, and the related knowledge required for the intelligent practice of these skills."

The superintendent turned toward the door as she heard her name on the loud-speaker.

"If you are interested in this subject I'll send you up a Practical Nursing Curriculum which is issued by the Federal Security Agency, Office of Education, in Washington."

In a few moments a curriculum was handed in. Mrs. Carey opened it thoughtfully. "Here's exactly what I want right now," she said.

"Read it to me," suggested the patient.

Mrs. Carey began: "Definition of a Practical Nurse: A practical nurse is a person trained to care for subacute, convalescent, and chronic patients requiring nursing services at home or in institutions."

"Like this," commented the patient.

Useful for Life

Mrs. Carey continued, "She works under the direction of a licensed physician or a registered professional nurse, and she is prepared to give household assistance when necessary."

The patient asked, "Does it say exactly who employs her?"

"Yes," nodded the reader, "a practical nurse may be employed by physicians, hospitals, custodial homes, public health agencies, industries, or by the lay public."

"I understand," volunteered the patient, "that in some sections of the United States the practical nurse is expected to assist the professional nurse in the care of the acutely ill patients as a member of a nursing team."

A middle-aged woman interrupted the discussion by bringing in a tray with a cool drink. "She is a D.P.," explained Mrs. Holmes when the woman had closed the door.

"What characteristics should these trainees have?" asked Mrs. Carey, curiously, as she turned the pages of her book. "Oh, here is

the answer. This curriculum has everything." She read to the patient, "Interest, aptitude, personality . . . mental capacity to assimilate and master all parts of the program outlined. In other words, a girl should have common sense, and the ability to accept and carry responsibility. She should be able to get along well with people, because she will have to work in close relationship with human beings when they are under the strain of illness. Of course, she should be friendly, tactful, and well groomed."

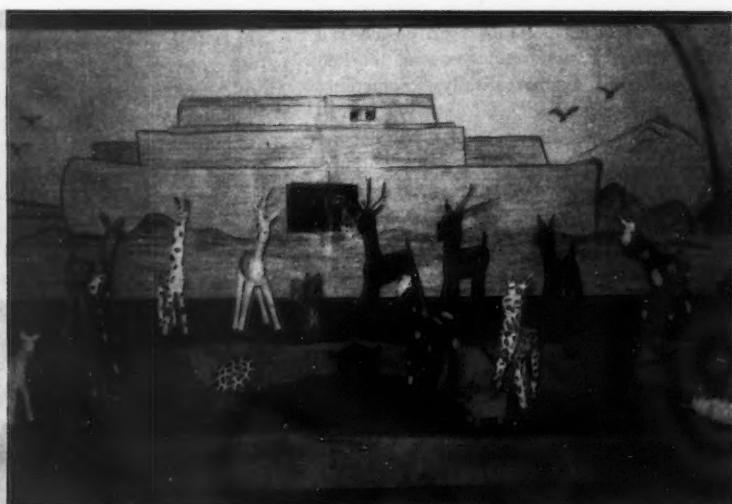
Miss Ryan, convinced that the ground had been broken, came in and handed Mrs. Carey a leaflet and pointed to a page marked, "Answering Your Questions" which is published by the National Nursing Council, 1790 Broadway, New York. Mrs. Carey read it thoughtfully as the superintendent adjusted the sheets on the bed. As she finished, Mary Ellen burst into the room.

"How would you like to be a practical nurse, Mary Ellen?" asked her mother.

"I'd love it," enthused Mary Ellen. "Do you really mean it? Could I train here? It's an approved school."

"Yes," nodded her mother, "and if at the end of the year you really want to go on with nursing, you may finish your studies and go on to be a professional nurse. Nothing will be lost, and if anything happened to me, you'd have something no one could ever take away from you. I'd recommend it as the most practical training any girl could have."

Mrs. Holmes winked at the superintendent who winked back as she left the room. It was so hard to convince most people of the advantages to the girl herself (for life) who trained to be a practical nurse.



The fifth grade at St. Patrick's School, Spokane, Wash., constructed this Noah's Ark. The animals are of papier mache and the background is painted with showcard colors. Sisters of the Holy Names conduct the school.

A Study of the Declaration of Independence

Sister Ellen Mary, S.C. *

Father Keller, founder of the Christopher Movement, learned through investigation that instruction concerning the Declaration of Independence, the Constitution, and the Bill of Rights is required by law in only 8 of the 48 states. "Startling, isn't it?" writes Father Keller. He urges all to do something about this neglect. By using the following study a great deal can be done toward infusing the living spirit of these fundamental documents into the lives of the pupils. This study, prepared for grades 7 and 8, consists largely of material taken from the books in the reference list. It is intended to be a guide for the busy teacher.

Purpose of the Study

The objective of this study is to acquaint pupils with the sublime concept of human rights given by almighty God and safeguarded by government. This concept was embodied in the Constitution by our Founding Fathers. To keep this concept intact and to realize its implications are the purposes of this study. If our government is to endure, Christians must learn about our American heritage of human freedom, stemming as it does from a fundamental belief in God. Modern evils—paganism, naturalism, atheism—with their claims that man is an animal and nothing more must be counteracted by loyal Americans who will know, cherish, and protect their God-given freedoms.

Divine Law

"When God created the universe and all its creatures, He had a definite plan or purpose in mind. This Divine Plan is expressed in what we call the *eternal law*. It directs all acts and movements; it exists only in the mind of God. Within this Eternal Law, there are millions of separate laws governing each different kind of creature" (*The Christian Citizen*, p. 39).

Natural Law in the Universe

Physical natural laws govern the universe in magnificently precise order. The laws of nature are the thoughts of God. Law is the right ordering of means to an end for the general welfare. There is no unrestrained free-

*Diocesan Supervisor of Schools, Mount St. Joseph, Ohio.

dom in nature. God has put many powers and laws into the universe whereby we can feel the majesty, power, and wisdom of God working from end to end mightily, ordering all things sweetly. Animals, plants, minerals obey the laws God has put in their respective natures to achieve their appointed ends or purposes. (Here consider any examples of the solar system from geography text, *Southern Neighbors*, Seventh Grade, pp. 174 to 245.)

Natural Law in Man

The natural law is written by the finger of God on the hearts of men. The universal natural law governing the activities of man is moral law, based on the rational nature of man (independent of the Ten Commandments, dogmas, rules of government, constitution, or statute). Man is created by God in His image and likeness, that is, he has understanding and free will. In the plan of his Creator, man has in his very nature a natural moral law so that he knows there is a right and a wrong. His intellect seeks the truth and his will seeks the good. Original sin has darkened the intellect and weakened the will, so that man is often led astray by seeking apparent goods. But all men know that they must do good and avoid evil. Man works out his end or destiny by means of his reason and will. The purpose of man's creation is to know, love, and serve God in this life in order to enjoy eternal happiness with Him in the next life.

The purpose and end of man indispensably require that man be free. Freedom arises from the right to work out his destiny. The right of liberty is a natural right and it resides in a person because he is a person. It is his self-determination with regard to fulfilling his natural final goal without interference. Liberty is but a means to an end—a return to God. It includes the rights to life, liberty, and the pursuit of happiness. Since God gave us these rights, no one on earth is justified in taking them away from us. God, who made all mankind, has given freedoms to all His children; freedoms which are the liberty to do anything which does not conflict with His law.

Doctrine of Freedom— July 4, 1776

In the Declaration of Independence we have a well-defined statement of human

rights based on Christian principles, viz., "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."

"All men are created equal," means that we are all equal in the eyes of God. It does not matter where we are born, who our parents are, whether we are rich or poor, or what color our skin happens to be.

"They are endowed with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness," means that our rights come from God Himself. We should have freedom to live according to God's laws, to make our living as we please, to worship in the way we believe is right, to try to achieve happiness in this world and in the next. Freedom of worship does not mean a choice between the right to worship God and the right not to worship God, since worship of God is everybody's duty. It means the right to go to the Church chosen according to conscience. It means the right of every citizen to render public as well as private worship to God. It means liberty for the building of churches and religious schools.

In the Declaration (line 10) Thomas Jefferson crossed out the original wording—" . . . from that equal creation they derive . . ." —and inserted in his own handwriting the more explicit words: ". . . they are endowed by their Creator with certain inalienable rights . . ." Jefferson wanted to leave nothing to chance in asserting that the Source of all liberties is God—not government.

The second paragraph of the Declaration of Independence contains the substance of the philosophy of our government. It expressly states ". . . to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." This means that governments exist to serve the people; they must see that people obtain their rights. These words also say that the governments receive their powers from the people.

The Bill of Rights

An important part of the Constitution, the Bill of Rights, is based on the same Christian

principles as the Declaration of Independence, but it goes a step further. The Declaration merely says that man has "certain inalienable rights." The Bill of Rights makes it the law that these rights must be respected. In the Declaration of Independence, the American people said they had a God-given right to be free. In the American Revolution they fought to obtain that freedom. In the United States Constitution they established a strong united government to protect their freedom. The government recognizes our Natural Rights and has the duty to protect the general interest against any abuse. All exercise of rights is limited by the duty of respecting the rights of others.

American Freedom Based on Christian Tradition

The committee appointed to draw up the Declaration of Independence consisted of Thomas Jefferson, Benjamin Franklin, Robert Livingston, Roger Sherman, and John Adams. Jefferson did the actual writing of the documents and the others approved it. Charles Carroll was the only one of the 57 signers who was a Catholic. The fact that men of so many different religions signed this memorable document proves that all of them were in agreement concerning the God-given natural laws, and the need of protecting them.

The Catholic Church teaches that all men are created equal because God made all souls in His image and likeness. The Church also teaches that everything we have comes from God. This includes the rights of life, liberty, and the pursuit of happiness. When the Declaration says that "men are endowed by their Creator with certain inalienable rights," it is stating another truth long taught by the Catholic Church. The idea that governments derive their powers from the consent of the governed had been held for centuries by many Catholic scholars of the Middle Ages. St. Robert Bellarmine, an Italian Cardinal who died a century and a half before the Declaration of Independence was signed, wrote at length on the subject.

False and True Freedoms

False 1. Freedom is the right to do whatever you *please* (license). This is the liberal doctrine of freedom which reduces freedom to a physical, rather than a moral power. It produces confusion, conflicting egotisms in which no one is willing to submerge himself for the common good. False freedom has a degrading power. Its exercise means sin and injury to fellow men. It is an abuse of freedom which interferes with others exercising their true freedoms.

False 2. Freedom is the right to do whatever you *must*. This is totalitarian freedom which was developed in order to destroy individual

freedom for the sake of society. So man is free in Communist society because he must obey the law of the dictator. (*Ex.*, A stone is free to fall because it must obey the law of gravitation [Marx].)

True 3. Freedom is the right to do whatever you *ought* and "ought" implies goal, purpose, morality, and the law of God. True freedom is within the law, not outside it. *Ex.*, I am free to draw a triangle, if I give it three sides, but not in a stroke of broadmindedness, 57 sides. I am most free when I obey the law of God. "Ought" implies morality, that is, a moral power distinct from physical power. "Can" refers to physical power. A man may be physically free to do as he likes, but he is morally bound, that is, he is free to do only what is right and good. There can be no right to do what is wrong. "Ought" is intrinsically related to purpose. I ought to eat my dinner in order to sustain life. I ought to study so that I may know truth, the object of my intellect. Underlying all the little "oughts" of life, there is one supreme "ought"; namely, I "ought" to attain the end for which I was made—to know, love, and serve God, to be happy here and hereafter. Freedom is conditioned upon obedience to law. If I obey, or do what I ought, I am free.

Sinning, which is a contempt of purpose and the law of life, is not a proof of freedom; it is the beginning of slavery, for as the Lord has put it, "Everyone who commits sin is a slave of sin" (Jn. 8:34).

Democracy

Citizens of a democracy must learn that freedom did not arise out of social organizations, constitutions, or parties, but out of the soul of man. Freedom is, above all things, a spiritual right.

With philosophic calm our historical ancestors wrote a document which exhorts us to a true appraisal of man's place in the cosmos, and to an understanding of his relationship to nature's law and nature's God. Theirs was a world of noble ideas.

For an explanation of a "Democratic Government" refer to the *Christian Citizen*, page 195.



G. C. Harmon

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Our Christian Citizen, His Challenge — Quigley: Mentzer, Bush & Co., 2210 S. Park Way, Chicago 16, Ill.

These Are Our Freedoms (Faith and Freedom Series), Grade Seven, Ginn and Co., Boston 17, Mass.

Script for Movie, You Can Change the World: The Christophers, 18 East 48th Street, New York 17, N. Y., 7 cents per copy, 15 for \$1.

Our Government, the Christian Social Way: Denoyer-Geppert Co., 5235 Ravenswood Ave., Chicago 40, Ill., 50 cents.

The Catholic Hour broadcasts entitled "The Natural Law—A Return to God": National Council of Catholic Men, 1312 Massachusetts Ave., N.W., Washington 5, D.C.

Suggested Class Procedures and Activities

1. Read to the class sections about the Declaration of Independence and the Bill of Rights from *Our Christian Citizen, His Challenge*, Chap. 3, pp. 38-49, 172-174. Give explanations and have discussions.

2. Have pupils take notes on what is read in class.

3. Put notes on the board from which to have pupils talk.

4. Use "Things to Do," pp. 207-208 in the *Christian Citizen*.

5. Use questions on p. 130 and some from p. 174 in *A New Nation*.

6. To correlate with English, have groups of two or three pupils prepare conversations on any phase of the subject, for example,

- a) Use a current event as a basis for conversation about our God-given rights.

- b) Begin by answering a statement often heard, "This is a free country, I can do as I please."

- c) Let the conversation be between an American and an atheist.

7. Have pupils write an everyday application of what they have learned in this study.

8. Have pupils dramatize a brief section concerning the Declaration taken from the script for *You Can Change the World*, using pupils' names instead of the names of the actors.

9. Have pupils memorize the first paragraph of the Declaration, and the first part of the second paragraph; also parts of the last paragraph which mention "Supreme Judge of the World" and "Divine Providence."

10. Outline the reading lesson "For the Freedoms Given by God to Man," pp. 167-169 in the seventh-grade reader, *These Are Our Freedoms*, and have pupils learn the freedoms given under each group.

11. Have pupils compose slogans, and make posters about freedom or any other part of this study.

An Altar From a Shoe Box

Sister M. Mamerta, O.S.B. *

Select a box of desirable size, shape, and color. Remove the lid and turn the box upside down. The bottom of the box will be the altar table. Stand the cover upright on the table to make the back of the altar and fix it in place with three brass fasteners.

Tabernacle, candlesticks, missal stand, and altar cards are cut from the same color of construction paper. Rust brown is good.

The tabernacle is three inches high and two inches wide. Trace the doors and cut them on three sides and fold on the fourth side. Paste a piece of white paper on the space that shows when the doors are open.

Cut the ciborium, about one-and-one-half inches high, from gold metallic paper and paste on the white lining of the tabernacle.

The candlesticks are two-and-one-half inches high. Cut six of them from pieces of paper one by two-and-one-half inches. Paste them against the back of the altar. The candles are cut from medium yellow or deep gold paper one-eighth by two-and-one-half inches.

For the missal stand, cut a piece of paper two by four-and-one-half inches. Fold a half-inch on one end to make a ledge on which the book will rest. Fold the remaining four inches in half and you have a missal stand.

The large altar card is three by two inches. The two small cards are each two by one-and-one-half inches. Cut the white slightly smaller and paste on the brown for a frame effect. With black ink imitate the writing with dots or dashes.

*St. John Cantius School, St. Cloud, Minn.

Make the altar stone of light, medium, or dark gray, one-and-one-half inches square. Mark a cross on each corner and mark the place where the relic of a saint is supposed to be inserted. Paste the altar stone toward front center of the altar table.

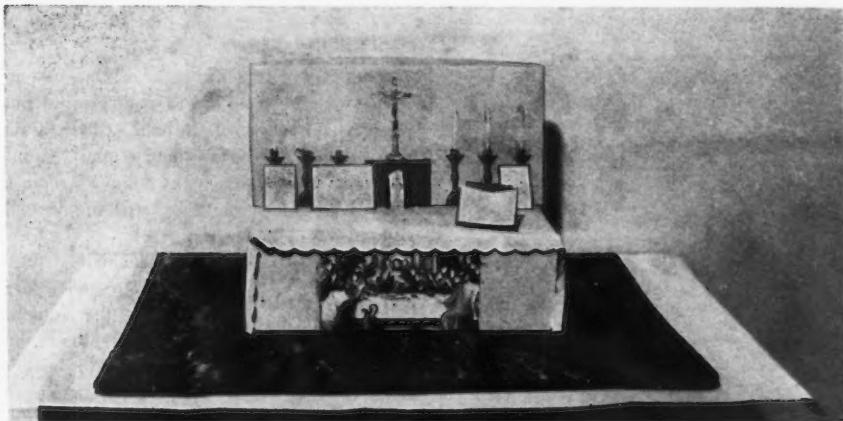
The altar cloths must be cut to fit the

Easter Eggs With Christian Symbols

Sisters of St. Benedict

Easter is a vital season for teaching the liturgy to children. The traditional Easter egg coloring played an important role in the preparation for inculcating the idea of the new life of grace in the soul at Easter. Consider the Easter egg in its true light—as the symbol of life, the symbol of the resurrected Christ victoriously breaking the shell of death. For that reason students of the seventh grade at Holy Rosary School, Tacoma, Wash., originated symbols having a Christian significance: the butterfly, the phoenix, cross and palm, lamb, baptismal water—these and others were used to decorate the eggs. The eggs were then blessed by the pastor and taken home for the Easter breakfast.

Candles, either made by the children or purchased, were likewise decorated with symbols. In memory of our submersion in sin and emergence from it through the grace of



This altar was made by children from a paper box. Ciborium, candles, cards, and book were cut from paper. Crucifix and picture of the Last Supper were cut from printed pictures.

altar. The two under cloths need not be longer than the altar table, but the top cloth must touch the floor on either side. It may have a scalloped or straight edge.

A crucifix to be pasted above the tabernacle may be cut from any religious goods catalog.

The cover of the missal is a piece of red construction paper, three by one-and-one-half inches, folded in the middle. Two pieces of white paper, slightly smaller than the cover, are folded in the middle and stapled on the middle fold of the cover. On the outside of the missal cover draw a yellow cross.

On the front of the altar paste a picture of the Last Supper or any other suitable picture or design.



The seventh grade at Holy Rosary School, Tacoma, Wash., decorated eggs and candles with liturgical symbols.

Christ's death, we renewed our baptismal vows before the children were dismissed for the Easter holidays.

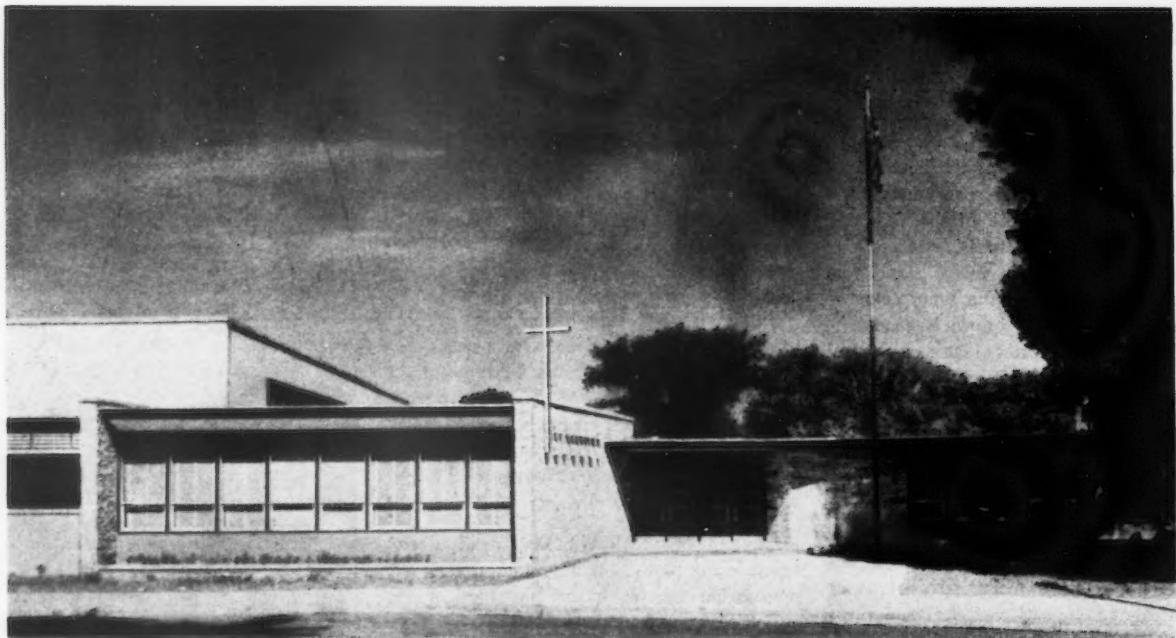
Music in Our Schools

The March 5 issue of the teacher's edition of *The Young Catholic Messenger* features a careful study of principles that should govern music in Catholic schools. The article was prepared by Very Rev. Msgr. Thomas J. Quigley, superintendent of schools for the Archdiocese of Pittsburgh, member of the editorial advisory board for *The Young Catholic Messenger*, and president of the National Catholic Music Educators' Association. The significance of Msgr. Quigley's discussion is evident from the following concluding paragraph:

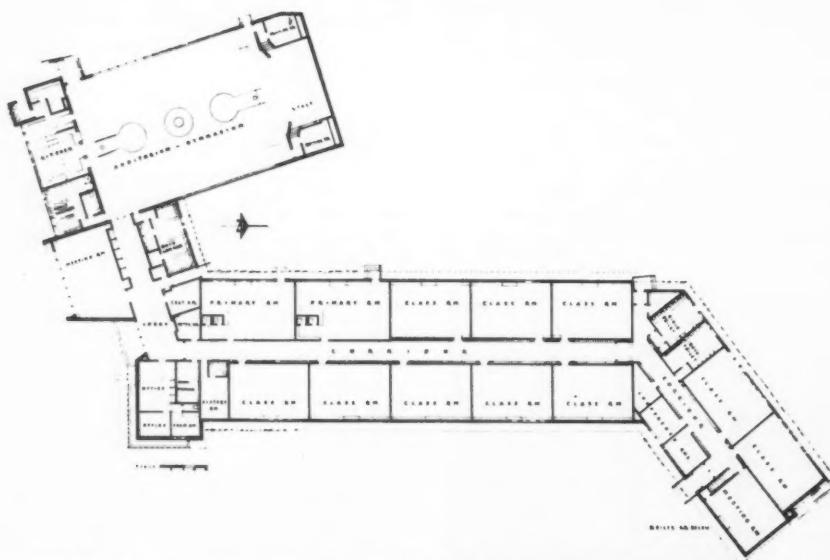
"When we say that music develops the emotional life of man (an important task for education) we are not referring to sheer sensuous feelings. Emotions involve the intellect, the will, and the feelings. Much music is an expression of feeling alone. This is not good music, certainly not in the sense that Catholics understand it. Yet it is the kind of music that plays a very important part in modern life. Thus, the importance of good music—properly and thoroughly taught, in Catholic schools, and related to the Catholic ultimate aim of life—becomes evident."

The Fabric of the School

A Prize-Winning School



St. Bernard's School, Madison, Wisconsin, won first prize in a competition conducted by the Wisconsin Architect's Association in 1952. The building was designed by John J. Flad and Associates, Architects of Madison, Wisconsin.



Floor Plans of St. Bernard's School at Madison, Wisconsin.
Designed by John J. Flad and Associates.

LOW COST OF CATHOLIC EDUCATION

Rev. Wilbert Staudenmaier, assistant pastor

of Sacred Heart Parish at Appleton, Wis., recently compiled some figures about the cost of education in his parish school which were published in *The Register* of January 24, 1954.

By a careful analysis, he concludes that Sacred Heart Parish spent \$78.88 per pupil in 1953. During the same year, the public schools of Appleton spent \$254 per pupil.

To show what this means to the city, Father Staudenmaier pointed out that there are 2721 children in the Catholic schools of his city. If these children were sent to the public schools the public school population would be nearly doubled, and taxes would be increased by \$691,134 per year.

"Wise taxpayers throughout the nation," he says, "are beginning to realize more than ever the real value of Catholic schools. Catholic schools cut down their school tax bill, and religion in education is doing its share to keep the tax cost down by reducing juvenile delinquency."

Hence, says Father Staudenmaier, "it is good business for big business to make large donations to Catholic schools. By so doing they not only help to keep taxes lower, but they are practicing democracy by relieving Catholic citizens who are taxed double for education, and they are practicing real democracy by discouraging the Communist doctrine that 'all children must go to public schools.'"



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For example, in this experimental classroom the combination of Toplite Panels in the roof and Light-Directing Glass Block in side walls provides adequate natural illumination even on an overcast day.

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GLASS BLOCK AND TOPLITE PANELS

OWENS-ILLINOIS

New Books of Value to Teachers

The Catholic Booklist, 1954

Edited by Sister Stella Maris, O.P. Paper, 74 pp., 75 cents. St. Catharine Junior College, St. Catharine, Ky.

An annotated bibliography, for the most part Catholic in authorship or subject matter, chosen as a guide to the recreational and instructional reading of Catholics.

All About Water, Elementary Science Series I

A sample study-guide for closed-circuit telecasts. A co-operative publication prepared by the Science Committee for Television, composed of 6 representatives from private and public educational institutions.

Outlines for 14 programs are provided in this Series I of the Elementary Science series. Each program fully details the purpose, content, concepts, vocabulary, and experiments proper to the particular phase being studied. And adapted to each program outline is a list of references, a supplementary reading list, audio-visual aids and filmstrips, and suggested activities.

Teaching the Slow Learning Child

By Marion F. Smith with Arthur J. Burks. Cloth, 176 pp., \$2.75. Harper & Brothers, New York 16, N. Y.

This book is the result of Mrs. Smith's many years of experience in teaching the slow learner, culminating in her class at the Robert Fulton

School in Lancaster, Pa. A personal account of day-to-day activities in the classroom, the book is designed for other teachers and for parents of retarded children, as well as to provide interesting reading for the general public.

The Story of Father Price

By John C. Murrett. Cloth, 116 pp., \$1.50. McMullen Books, Inc., New York 7, N. Y.

This is an abridgment of the author's biography, *Tar Heel Apostle*, the story of Father Thomas Frederick Price, missionary pioneer in North Carolina, cofounder of Maryknoll and leader of Maryknoll's first group of missionaries to South China. You will take to your heart Father Price's humility, his zeal for souls, and his special love for Mary Immaculate and her protégé, St. Bernadette.

Animals Under the Rainbow

By Aloysius Roche. Cloth, 173 pp., \$2.75. Sheed & Ward, New York 3, N. Y.

Many of these legends and tales "are based on historical fact, or to be found in serious history books by writers of the Middle Ages; some of them, of course, are rather exaggerated." Their appeal is to children, due to the theme and short, interesting chapters; however, the main drawback to maintaining the American child's interest will be the unfamiliar English colloquialisms found throughout the book. The full-page woodcuts are excellent illustrations.

The Church Can't Order Me

By Rev. Daniel A. Lord, S.J. Pamphlet. The Queen's Work, 3115 S. Grand Blvd., St. Louis 18, Mo.

In this his latest pamphlet Father Lord points out that those who refuse to obey laws enacted by the Church are already submitting to many more laws enacted by secular authorities.

Dissertations Accepted by American Universities 1952-1953

Ed. by Arnold H. Trotter and Marian Harman. Cloth, 305 pp., \$6. The H. W. Wilson Co., New York 52, N. Y.

The book lists more than 8000 dissertations classified as to subject: philosophy, religion, physical sciences, earth sciences, biological sciences, social sciences, and humanities.

The Wife Desired

By Rev. Leo J. Kinsella. Paper, 192 pp., 70 cents. Cloth, \$2.50. Distributed by Catholic Literature Distributors, 660 N. Dearborn St., Chicago 10, Ill.

The author has been for years a delegate judge for the hearing of separation petitions in the Archdiocese of Chicago, and one of the instructors who have taught the fine points of married life to seniors in high schools. The book, addressed to girls and women, points out the personality of a good wife—spiritual and material; mental and physical. Msgr. Burke, Chancellor of the Archdiocese of Chicago, says in his foreword: "This book will certainly be read with much profit by young unmarried girls and wives who are endeavoring to give to and derive from marriage all the happiness that God intended."

Vocation Guidance Series

By Sisters of Mercy. Illustrated booklets, 12 to 16 pp., each 15 cents, 8 for \$1. Marian Vocation Guild, 88 Main St., Danbury, Conn.

The Vocation Guild has been organized by the Sisters of Mercy of Connecticut. The Guidance Series are booklets, each presenting a simple story illustrating some of the problems of finding or following one's vocation. Three stories are at present available: *Kitty's Wish*, *Fulfillment*, and *Joe's Trust*. The stories are on the elementary school level.

Medical Research May Save Your Life!

The Stranger at Our Gate What Educational TV Offers You

Pamphlets numbered 201, 202, and 203, respectively, at 25 cents each. Published by the Public Affairs Committee, 22 East 38th St., New York, N. Y.

Andrew Carnegie

By Alvin F. Harlow. Cloth, 182 pp., \$2.75. Julian Messner, Inc., New York 18, N. Y.

This is the story of the poor immigrant boy who became one of America's leading industrialists and who, through the wise disposition of his enormous wealth, enriched the cultural life of the world and particularly the country of his adoption. A well-told biography of a man whose principles were sincerely democratic, despite impoverished childhood.

The publisher seems to be doing an excellent job in presenting interesting biographies of Americans deserving of such attention, and managing a reasonable price for them, at that. This book, as others previously reviewed in this magazine, is written for the interests of high school students.

(Concluded on page 36A)

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Exploring Numbers, Gr. 5

Understanding Numbers, Gr. 6

Thinking With Numbers, Gr. 7

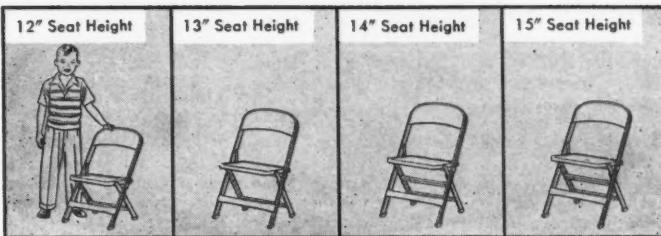
Knowing About Numbers, Gr. 8

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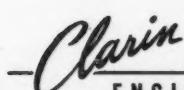
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New Books

(Concluded from page 34A)

A Doctor at Calvary

By Pierre Barbet, M.D. Cloth, \$3. P. J. Kenedy & Sons, New York, N. Y.

The purpose of this book is to discover from available historical facts the immediate cause of the death of our Lord on the cross. Medically, the book is sound and as such is important. The busy medical man will find some of the theological passages difficult to follow and may become annoyed at the necessity of reading about so many matters which are not relevant to his main interests. The translation is well done.—J. J. G., M.D.

The Kingdom Is Yours

By P. Forestier, S.M. Cloth, 189 pp., \$3.50. Fides Publishers, Chicago, Ill.

This book presents two gospel commentaries designed to help high school teachers who must instruct in morality, as well as provide ideal material for general Lenten reading. The first part of the book is on the Sermon on the Mount—a phrase by phrase meditation on this important sermon of Christ addressed to all men, and a meditation in which the author illustrates how the New Law brought by Christ is an improvement rather than a denial of the Old Law of Moses.

The second part is on the Gospel of the Holy Eucharist, in which the reader is given the biblical setting of the institution of the Sacrament of Love, by which Christ would remain present with mankind throughout his sojourn on earth, and

how this sacrament enriches men's daily Christian life.

The book is so arranged that a few pages may be read each day.

The Apostolic Itch

By Vincent J. Giese. Cloth, 126 pp., \$2.75. Fides Publishers, Chicago, Ill.

This book is the outgrowth of a series of reflections on the lay apostolate, some of them previously published in national Catholic magazines; it is the layman's point of view on the lay apostolate and some of its most pressing problems. The author deals with the vocation of the layman in the apostolate; the kind of lay spirituality which must accompany any kind of apostolic dedication; the great tasks ahead for those who would enforce a Christian impact on civilization. He analyzes some of the potentialities of American Catholicism for spiritual leadership of the world. He includes a special chapter on clergy-laity relationships in the lay apostolate, with an acute discussion of anticlericalism and how to avoid it.

The author has been active in Catholic Action groups for a number of years. His perspective of the subject is good and his essays indicate thoughtful probing, but the reader may sometimes wish the author would attempt a more lively style of writing.

Little Prayers for Little People

By Katharine Wood. Boards, 32 pp., \$1.50. P. J. Kenedy & Sons, New York 8, N. Y.

A first prayer book for those too young to read, this small book has been designed to help young children develop from pictures their first ideas of God, the Christ Child, the Blessed Mother, and some saints. The book contains many appealing pictures in full color in combination with a few simple prayers and invocations that children may readily learn. It is particularly suitable for night prayers and for the child to carry to church.

Lee, the Gallant General

By Jeanette Eaton. Cloth, 72 pp., \$2. Wm. Morrow and Co., Inc., New York 16, N. Y.

A short biography of America's Civil War hero, Robert E. Lee, this book provides a glimpse of him in boyhood and as a young officer in the Mexican War, and a much more detailed portrait of him as Commander of the Confederate army. Against the shifting background of war he is a curiously moving figure, a soldier whose superb military tactics have never been excelled and whose nobility of character has seldom been equaled. At the end of the bitter struggle between North and South, Lee's one thought was to build a united future for the whole nation. That, Miss Eaton maintains, was his most important contribution to his fellow Americans.

Large, clear type and many illustrations make this Morrow Junior Book pleasing to the eye as well as interesting to read.

Three Rivers South

By Virginia S. Eifert. Cloth, 176 pp., \$2.95. Dodd, Mead & Company, New York, N. Y.

The Sangamon River to the Illinois—the Illinois to the Mississippi—and the "Ole Mississipp" right down to the Queen of the River, New Orleans. These were the three rivers south which Abraham Lincoln, in his 22nd year, followed as a riverman for an Illinois merchant. America, 1831: fetid river bottoms, birdfoot violets, puccoons, tupelo trees, and migratory masses of passenger pigeons—the scenery is skillfully reconstructed by the author, a nature writer of some experience. If the portrait of young Lincoln does not always seem real, it is because we all live in the shadow of the Lincoln Myth. However, the country lives and breathes, and carries reader interest where some may feel the character study of Abe Lincoln fails. The 15-year age group should find *Three Rivers South* "right excitin'."

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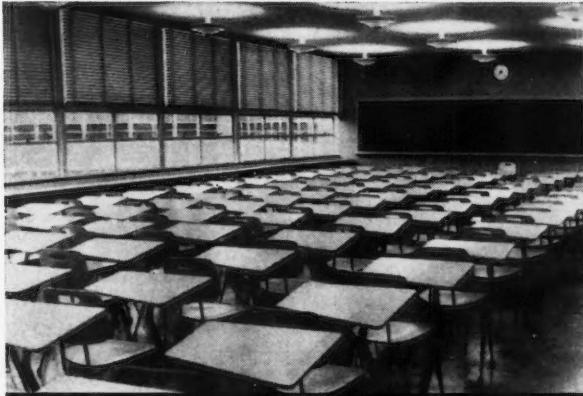
The Catholic Schools Department

Edward J. Fletcher, Manager

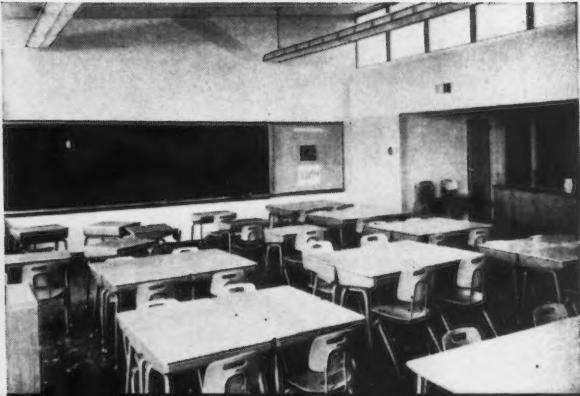


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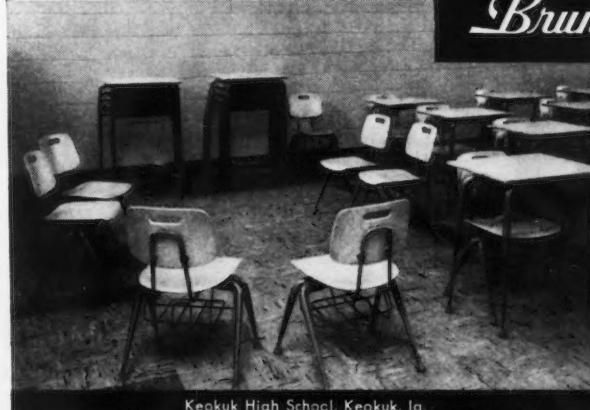
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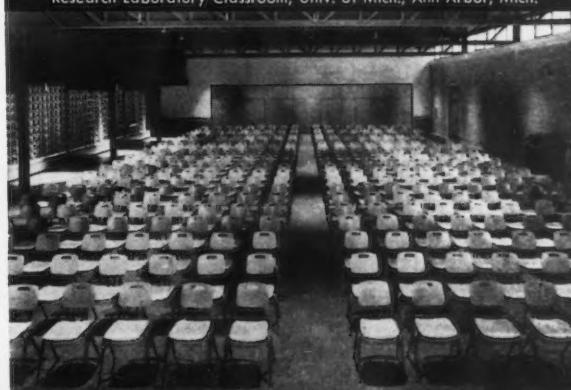
Brunswick



Keokuk High School, Keokuk, Ia.



Research Laboratory Classroom, Univ. of Mich., Ann Arbor, Mich.



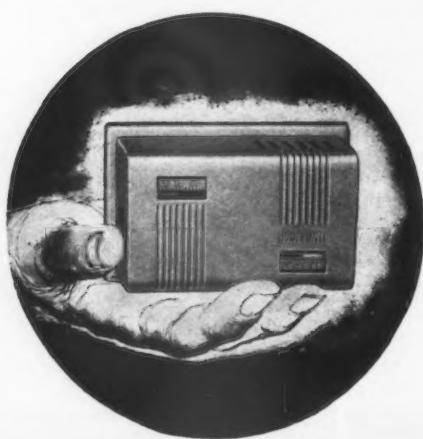
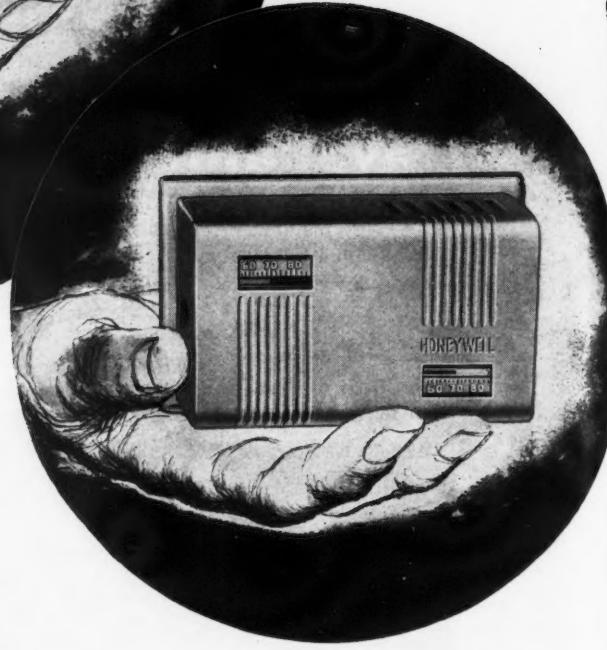
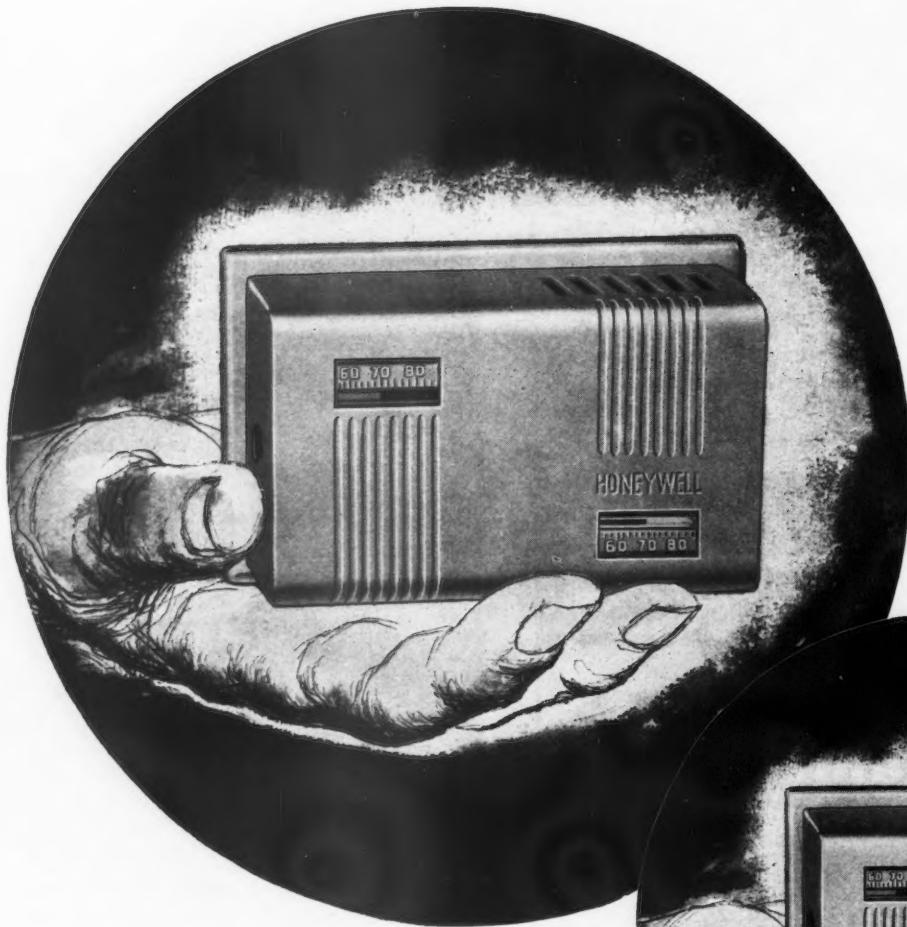
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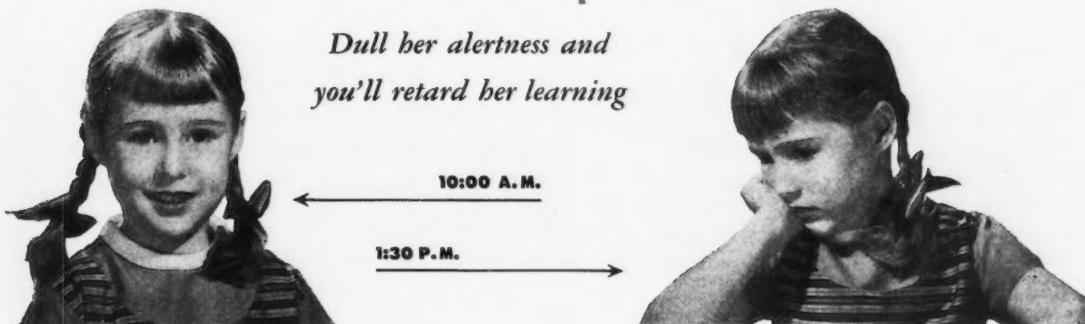
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UNEQUALED FOR STRENGTH

Engineered like a bridge of triangular-steel tubing! The four reinforcing cross-braces are rugged steel bars, shouldered against the inside of the tube and securely riveted outside.

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Even portly people relax and say "Ah-h-h!" as they sit back in the extra-wide, extra-deep seats of special body-fitting design, their shoulders welcomed by deep-drawn back panels.

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There are no snagging, pinching, or soiling hazards, no sliding or binding parts to pinch fingers. 5-ply birch plywood seats are hot-press bonded; edges rounded, won't chip or feather in long use. Chair can't tip forward in use.

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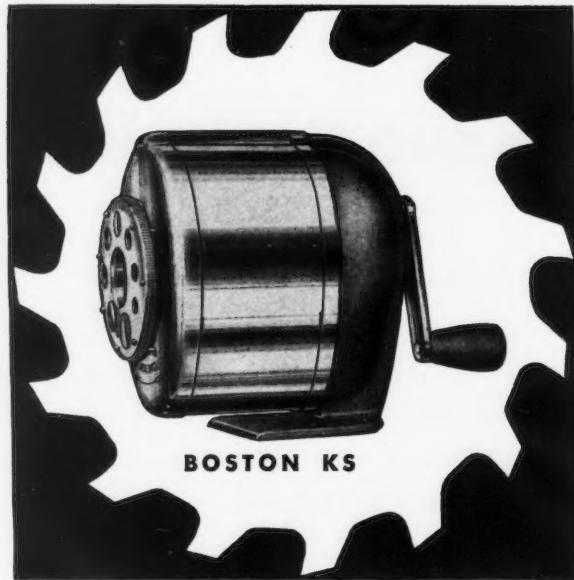


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Clamps for Sectional Grouping. Permit fastening chairs in sections of two, three, or four, one inch apart.

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Catholic Education News

HONORS AND APPOINTMENTS

Mariology Award

REV. LAWRENCE MONHEIM, S.M., director of the Marian Library at the University of Dayton, received the 1953 Mariology Award from Most Rev. John J. Wright, Bishop of Worcester, at the close of the fifth annual convention of the Mariological Society of America, at Washington, D. C., January 5.

B'nai B'rith Award

VERY REV. PAUL C. REINERT, S.J., president of St. Louis University, received the 1953 B'nai B'rith Award for outstanding contribution to intergroup understanding. The award was made to Father Reinert for his part in developing the human relations center for training and research at St. Louis University.

Diocesan Co-ordinator for Radio & Television

SISTER M. ROSALIE, S.C., teacher of English at Sacred Heart High School, Pittsburgh, Pa., has been appointed co-ordinator of the new department of radio and television, according to a recent announcement by Very Rev. Thomas J. Quigley, archdiocesan superintendent of schools.

Sister Rosalie, a specialist in radio and television, is head of Catholic High School's Radio and Television School and has trained some 400 students in this work. She is a graduate of Seton Hill College and the University of Pittsburgh, and studied at the Northwestern University school of speech. Last summer, she studied radio and television shows at Hollywood.

Christian Culture Medalist

IVAN MESTROVIC, 70-year-old Yugoslav sculptor, has been awarded the 1954 Christian Culture Award Medal of Assumption College, Windsor, Ont. Since 1947 he has been at Syracuse University, and is noted for his sculptures of Pope Pius XII and Cardinal Stepinac.

N.D. Patriot Award

J. EDGAR HOOVER, director of the Federal Bureau of Investigation, has been selected as the first recipient of a new patriotism award inaugurated by the University of Notre Dame to honor "the outstanding patriot of the year who exemplifies the American ideals of justice, personal integrity, and service to country."

Mr. Hoover—"Patriot of the Year"—is a member of the Presbyterian church, and a native of Washington, D. C. He entered the Department of Justice in 1917 and was named to the post of FBI director in May, 1924.

Freedom Awards

Recipients of honors by Freedoms Foundation at Valley Forge, Pa., for the year 1954 include a cardinal, a bishop, and two Catholic newspapers, along with 22 Catholic schools and colleges and numerous Catholic laymen and clergy.

The awards are given annually for developing further understanding of the American way of life.

HIS EMINENCE FRANCIS CARDINAL SPELLMAN, Archbishop of New York, received a General Award for his "Christmas pilgrimage to troops in Korea and his transmitted message from our soldiers in Korea to the folks at home 'To Bring Them Peace.'"

BISHOP JAMES L. CONNOLLY of Fall River, Mass., was given a Sermon Award for his sermon entitled "The Devil Walks."

A Special Circulation Honor Medal was awarded to FATHER WILLIAM J. MCKUNE, managing editor of *The Record*, Louisville, for an article on "The 'Catholic' Position on the Public Schools."

JAMES A. FARLEY, former Postmaster General of the U. S., received the Freedoms Foundation top award for public addresses for his speech on "The American Mission Today."

Redemptorist Head

VERY REV. WILLIAM P. GAUDREAU has been elected Rector Major and Superior General by

(Continued on page 42A)

A truly Catholic approach to Science

The 5th Grade book in the series

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How can a Catholic child more readily gain the concept of natural law, so basic to Christian ethics, than by beginning with the natural sciences and working up from them?

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All of the books in the series GOD'S WORLD give to the pupil that Catholic world view which illuminates and is illumined by science.

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PROBLEMS AND OPPORTUNITIES IN A DEMOCRACY

by REV. JOHN F. CRONIN, S.S., PH.D.

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The author confronts the student with a realistic picture of the world he is about to enter. Its problems — social, economic, political, and international — are outlined in terms of current interest. The student is shown how Christian principles apply to these vital areas of life. He is encouraged to take a Christian and democratic approach to the solution of these problems.

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Catholic Education News

(Continued from page 41A)

his order the Roman Catholic Congregation of the Most Holy Redeemer in Rome. Father Gaudreau, the first American to be chosen for the post, will now make his headquarters in Rome.

REQUIESCANT IN PACE

● MOTHER M. SERAPHINE KRAUS, retired mother general of the Franciscan Sisters of Perpetual Adoration, at La Crosse, Wis., died, January 3. She was born, June 12, 1854, at Marytown, Wis., and joined the Franciscan Sisters at St. Rose's Convent, La Crosse, at the age of 18. She served 35 years as directress of schools, several years as assistant to Mother Ludovica, and 12 years as mother general.

● REV. EDWARD G. BRUNNER, S.S.J., died, December 30, at Epiphany Apostolic College, Newburgh, N. Y. He had been rector of the college for two terms and was president of Xavier University at New Orleans from 1925 to 1931.

● RT. REV. MSGR. JOSEPH J. BOSETTI, V.G., a well-known musician in the United States, died on January 22, at the age of 68. He was famous for his Cathedral male choir as well as his work with grand opera in Denver, Colo. A native of Milan, Italy, he was ordained in Chur, Switzerland, in 1908, and came to Denver in 1911. He was appointed Chancellor of the Archdiocese of Denver in 1917 and Vicar General in 1933, posts he held at the time of his death. He was made a Domestic Prelate in 1926.

● REV. DENIS FAHEY, C.S.Sp., well-known Irish priest and eminent writer, died in mid-January, in Kimmage, Ireland. He was 70 years of age. For nearly 40 years he held the professorship of philosophy at the Holy Ghost Scholasticate at Kimmage. Father Fahey wrote widely on the Kingship of Christ, the Mystical Body of Christ, and social problems of the day.

● MOTHER M. INNOCENT, mother general of the Franciscan Sisters of St. Joseph for over 14 years, died on January 27, at the mother house in Hamburg, N. Y. A native of Buffalo, Mother Innocent entered the order in 1901. After many years of teaching, she was elected councilor to the general council of her community and in 1939 became mother general. Under her direction, the community opened three homes for the aged, and staffed eleven schools and one hospital.

SIGNIFICANT BITS OF NEWS

Develop Catholic Journalists

The February 26 issue of the La Crosse Register, in an editorial, charged that the lack of able Catholic lay journalists is due to the common practice of Catholic schools in making their school journals "100 per cent faculty produced."

"In many cases," says the editorial, "student writers and editors merely perform the duties of errand boys and typists—learning little of

(Continued on page 44A)



As we were saying,

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of the

KNOX

New Testament

is ready. There are four bindings, Paper or leatherette, \$1.50, Cloth \$2.00, Presentation, Black leather, gold stamping and edges, silk ribbon, \$6.00.

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Great Tables live forever



Yesterday's Shaker Tables . . .

*Shaker children in the era around
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Shaker furniture has continued to
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provide a handsome sturdiness that will serve your school for years. Whereas the Shaker furniture was strong but ungainly, Griggs sturdy modern tables have a graceful, pleasing appearance which has won acclaim in hundreds of schools throughout the country.

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Have you seen the wide variety of Griggs school furniture now available? Write today for Griggs complete seating catalog and the name of your nearby distributor.

BELTON, TEXAS



Catholic Education News

(Continued from page 42A)

lasting value in the process—while faculty advisers are more interested in the excellence of the final product than in the journalistic training of their charges . . .

"This serious problem, the lack of able Catholic journalists in both the religious and secular fields, must be attacked at the root. If we do not solve it, the influence of Catholic thought in the United States will not keep pace with the growing percentage of our Catholic population in America."

Quality Paper-Back Books

A paper-back line (the 25-cent pocketbook) of high quality books of Catholic interest will be launched next fall, according to a recent announcement from Doubleday & Company, Inc., New York. The series, to be called "Image Books," will include classical writings in Christian theology, devotion, philosophy, education, and history; biographies, novels, and poetry; and books on contemporary social problems. They will sell at newsstands from 25 to 50 cents a copy.

Three Catholic scholars will serve as editorial guides for the books: Etienne Gilson, Eugene P. Willging, director of the library of the Catholic

University, and Anton C. Pegis, president of the Pontifical Institute of Mediaeval Studies.

Among the first titles will be: *Our Lady of Fatima*, *Damien the Leper*, *The Spirit of Catholicism*, *The Diary of a Country Priest*, and *A Popular History of the Catholic Church*, with specially edited books on the Church and the modern world, and the writings of St. Thomas.

CSMC Convention

The 16th National Convention of the Catholic Students' Mission Crusade will be held at the University of Notre Dame, August 26-29, the national center announced recently. Guests of the 1954 convention will be exiled Bishops of persecuted countries, especially American missionary bishops who have been expelled from mission posts in China. Opportunity will be given to the convention delegates to attend the daily Masses of the exiled bishops, to meet them personally, and to share with them some of their experiences as heroes and living martyrs for the Faith.

American Catholic Sociological Society

At the 15th annual convention of the American Catholic Sociological Society at Cleveland, Ohio, Rev. Joseph P. Fitzpatrick, S.J., of Fordham University, retiring president, told the 100 delegates that Catholics in the U. S. have not been outstanding for their interest in scientific knowledge of man's social life. The great problem of the Church, he said, is "the lack of highly competent scholars and the lack of significant scholarship in the field of man's social relationships."

John D. Donovan, associate professor of sociology at Boston College, said that the large section of the Catholic laity which has risen rapidly in intellectual and social understanding needs more intellectual leadership from priests.

Officers elected for the society are: Most Rev. Edwin V. O'Hara, bishop of Kansas City, Mo., re-elected honorary president; Dr. Celestine J. Nuesse, dean of the school of social sciences, Catholic University of America, president; Brother Sylvester Sieger, S.V.D., Loyola University, Chicago, first vice-president; Sister Jeanine, O.S.F., Cardinal Stritch College, Milwaukee, second vice-president; Rev. Ralph A. Gallagher, S.J., Chicago, re-elected executive secretary.

DIOCESAN NEWS

Archdiocese of Milwaukee

A retirement and security plan for lay teachers in Catholic elementary and high schools in the Archdiocese of Milwaukee is being introduced, according to the recent announcement of Msgr. Edmund J. Goebel, superintendent of schools. Another plan, which will give Sisters as well as lay teachers hospital and medical insurance, also is being made available to the schools.

The retirement plan will enable lay teachers to retire from active teaching at the age of 65. The amount of retirement pay will depend upon length of service and the percentage paid into the retirement fund in equal amounts by both the lay worker and the school. In most cases it will amount to about two thirds of the monthly salary. The plan will be available to secretaries, janitors, and other lay personnel as well as teachers, and acceptance of the plan will be entirely voluntary on the part of individuals.

(Continued on page 51A)

"Discovery Problems" WORKBOOKS IN SCIENCE

Each *Discovery Problems* workbook is a complete study guide, teaching plan, and laboratory manual—including a standardized testing program, a free teacher's manual, and a correlated series of film lessons.

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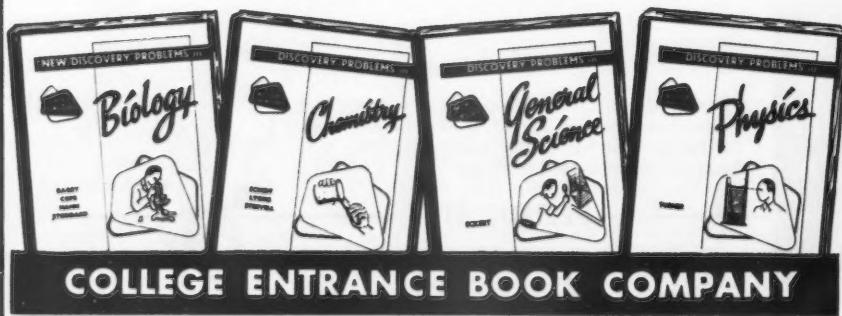
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DISCOVERY PROBLEMS IN CHEMISTRY

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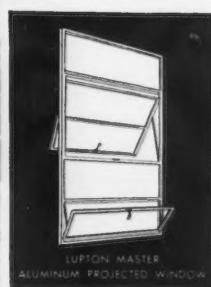
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There are no dark corners in this new school. Continuous bands of Lupton Master Aluminum Projected Windows flood every room with natural daylight. The windows are standard in design and construction, but with ventilating sash at the sill only. In effect, custom windows, without the premium of custom prices.

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SAMSONITE FOLDING TABLET-ARM CHAIR. Ideal for church meeting rooms, for auditoriums and classrooms. Sturdy, low-priced, long-wearing. Easy to set-up, folds easily, stacks in a minimum of space. 5-ply hardwood tablet-arm folds compactly with chair. Model #2625.

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Building News

ANOTHER RECORD YEAR

During a record-breaking year for all kinds of building activity, religious and private school construction during 1953 increased 21 per cent, according to bulletins issued by U. S. Departments of Commerce and Labor. Private educational building last year totaled \$425,000,000, as compared with \$351,000,000 expended during 1952.

Educational construction financed by public funds totaled \$1,472,000,000 in 1953. Less hampered by material controls during the past few years, public educational building jumped only 8 per cent.

IN PENNSYLVANIA

St. Bernard's, Mount Lebanon

An addition to St. Bernard's School, Mt. Lebanon, was blessed on February 14, by Most Rev. John F. Dearden. The new structure provides 15 new classrooms each 24 by 36 feet, and is an extension of the original school, the total teaching space now being 32 classrooms. Exterior walls are of granite and limestone, matching the original section.

The building has three stories and a basement and measures 64 by 165 feet. A passage separates the old and new buildings on the first floor, and there are connecting corridors on the second and third floors. In addition to the 15 classrooms, the new section contains an audio-visual education room, 23 by 85 feet, a physical training room, faculty rooms and other facilities. A large meeting room can be assembled through utilization of folding partitions.

The school is finished in light colors with birch furniture and floor tiling in red, green, and ivory. The large windows are glazed and do not require shades. Artificial lighting is both fluorescent and incandescent.

Fresh, heated air is supplied to the classrooms by a system of ducts, and the vitiated air passes out at the base of the wardrobes, and through them to the roof. A complete communication system is provided, with a speaker as well as a telephone in each room.

Pastor of St. Bernard's parish is Very Rev. Joseph L. Lonergan.



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... and SUPER SHINE-ALL treated floors retain their original beauty through years of hardest traffic wear.

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New Hillyard CHECK LIST
Inventories supplies. Helps Plan a Work-Saving Program of floor maintenance.

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Table-Desk S 1039 OF
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with enclosed book
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Tablet Arm Chair S 817
—a comfortable unit
for lecture hall or
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In seven graded sizes.

*from Classroom
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Table S 967 with damage-resistant plastic top. For cafeterias, domestic science rooms and special-purpose rooms. In 36 graded sizes.

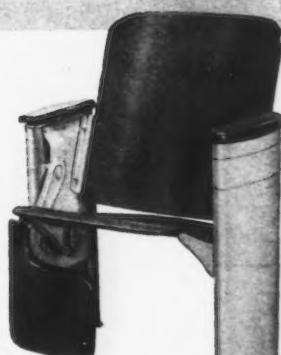


Table S 962—versatile unit for Kindergartens, cafeterias, libraries, special classrooms and many other uses. In 36 graded sizes.



TC 700 Auditorium
Seat with coil spring
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Chair for use
whenever
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the better folding door**

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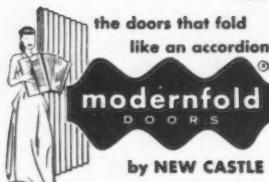
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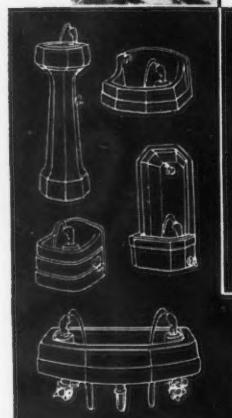
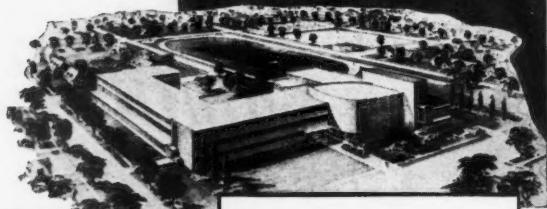
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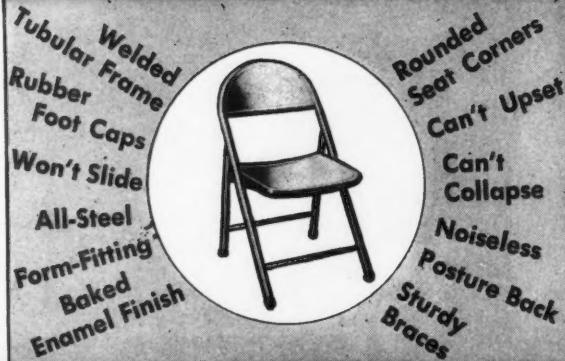
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This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

Catholic Education News

(Continued from page 44A)

In the hospitalization and medical plan, the teachers will not contribute. The school, its Home and School association, or some other parish society will pay the premiums. It is hoped that the schools will work out particulars so that all teachers will come under this protection by September.

Intended to provide security for teachers, and thus to avoid "turnover" in lay personnel, the Teachers' Retirement Plan will aid the employment of capable persons in places where lay teachers are "no longer incidental."

COLLEGES AND UNIVERSITIES

Negro Fund Grant

Mother M. Agatha, president of Xavier University, New Orleans, announced that the University has received \$348,724 from the United Negro College Fund during 1953. The money will be used for current operating expenses and for capital improvement purposes.

Xavier University is one of 31 private accredited institutions participating in the United Negro College Fund, America's first educational chest. Since 1944, the fund has conducted nationwide campaigns in support of the current operating budgets of its member colleges.

Family Life Institute

Marywood College, Scranton, Pa., sponsored a family life institute during the first five weeks of Lent. Designed to develop and continue the theme of last year's marriage series, the institute consisted of five lectures by outstanding laymen and religious.

Honorable Eugene J. McCarthy, congressman from Minnesota, spoke on "The Christian Family in American Society," on March 9. A week later Dr. Frank J. Ayd, certified diplomat in psychiatry, discussed "Happiness in Family Life."

On March 23 Mrs. Marie Lyons Killilea, author of *Karen*, lectured on "The Exceptional Child as a Unifying Force in Family Life." Dr. William D. Wilkins, head of the department of guidance at New York University, had for his topic "Parental Guidance in Family Life." The series was closed on April 6 by Dr. Hugh Dunn, S.J., sociology professor at the University of Detroit, and a specialist in marriage and family counseling, with an analysis of "Christian Perfection Through Family Life."

Seton Hall Adds College

Seton Hall University, Newark, N. J., will open a new college in Paterson beginning next September, it has been announced. The new college will be located in a building now occupied by the Benevolent and Protective Order of Elks. Alterations and conversion of the building to college use will begin at an early date.

The new college will be an integral part of Seton Hall University and, being coeducational, will provide opportunities for both men and women students. Classes will be held during the day for full-time students, and in the evening for part-time students. Plans are also being

(Continued on page 52A)

designed

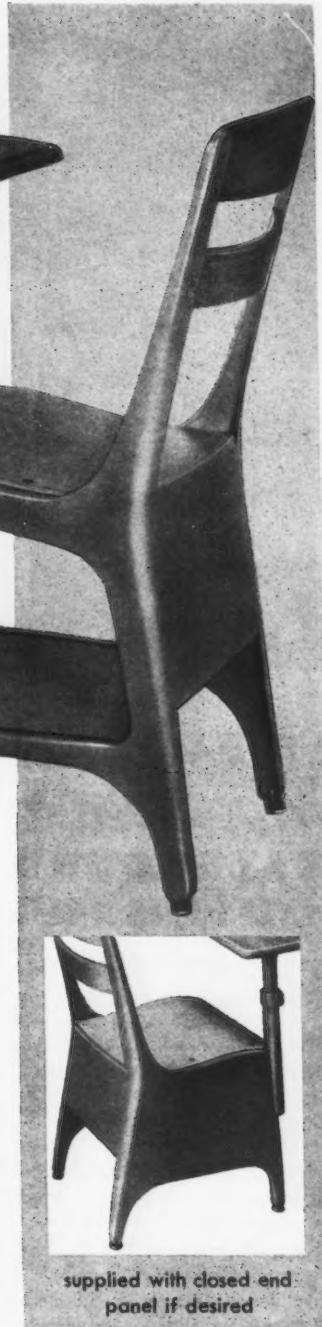


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WRITE FOR LITERATURE



Catholic Education News

(Continued from page 51A)

made for adult education classes in subjects in which Paterson residents express interest.

The curricula to be offered include liberal arts, science, business administration, education, and secretarial studies.

SCHOOL NEWS

Award for Self-Reliance

In order to promote and recognize the spirit of self-reliance, W. W. Sebald, president of Armco Steel Corporation, has financed eight prizes a year for three years to be awarded to four boys and four girls who are seniors in three local high schools—Middletown (Ohio) High School, the Monroe High School, and the Fenwick High School (Catholic at Middletown, Ohio).

Four boys and four girls chosen from competing seniors of the three schools will receive prizes as follows: first \$400, second \$200, third \$100, and fourth \$50. Choice is based on the student's ability to do the most he can with the best he has, in school, church, community, and home. The project is administered by the Middletown Junior Chamber of Commerce.

Detroit Educational Television

Rev. Celestin J. Steiner, S.J., president of the University of Detroit, is chairman of the fund-raising committee of Detroit Educational Television Foundation. The Foundation includes the Catholic schools of Detroit, the University of Detroit, Marygrove College, and Mercy College. Other members of the Foundation are Wayne University, the public schools, the symphony orchestra, the art institute, and the public libraries.

The Foundation has raised almost \$300,000 toward the goal of \$1,250,000. The ownership of Channel 56 lies with the Foundation's board of trustees, none of which are affiliated with any of the member groups.

1953 EVENTS IN EDUCATION

Selection by Edpress

1. Congressional investigations into alleged Communist activity in schools and colleges reveal effects of subversive influence now at negligible point.

2. Juvenile delinquency cases rose sharply during the year causing many school systems to re-examine their part in combating this blight.

3. First two educational television stations went into operation in Houston and Los Angeles (May and November, respectively).

4. The National Education Association passed the 500,000 mark in membership for the first time in its history.

5. Samuel Brownell was named U. S. Commissioner of Education, following the sudden death of Lee M. Thurston.

6. The U. S. Supreme Court reheard arguments on five cases involving segregation in the public schools of South Carolina, Virginia, Kansas, Delaware, and the District of Columbia.

(Continued on page 54A)

Built to dry
a MILLION hands
with "low cost" electricity
...and "no-cost" air

the new
AERODYNAMICALLY
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HAND DRYERS

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KEY-CONTROL is the first steel school locker with a "memory"



**Exclusive BERGER Feature
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Key-Control is Berger's new handle-free school locker. The key is the only handle required. The door *pre-locks* when opened, and locks *automatically* when shut. Where the student might forget, his Key-Control Locker always "remembers" that personal possessions deserve full-time locked protection.

A Key-Control Locker system is rapidly becoming the mark of a modern school. It encourages everyday use of locker keys, since students actually carry their locker handles on their key-rings. It completely eliminates handle maintenance, does away with handle noise in busy school corridors.

Investigate Key-Control before you specify any locker system for new schools or for school additions. Your local Berger representative will be happy to arrange for a short demonstration. Remember, only Berger — world's leader in lockers — offers handle-free Key-Control as well as the largest selection of standard steel lockers.

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Catholic Education News

(Continued from page 52A)

7. Congress created the Department of Health, Education, and Welfare.

8. Educators recognized importance of introducing foreign languages in the elementary grades.

9. Under pressure from attacks of varying kinds — sincere citizens, propagandists, and foes of education — schoolmen strengthened emphasis on Three R's.

10. Eisenhower administration agreed on a policy of gradual withdrawal of the Federal Government from established programs such as school lunch, vocational education, and land-grant college assistance — a policy yet to be tested in Congress.

Selection by "School and Society"

1. The continuance of the serious shortage in school facilities, funds, and supply of teachers.

2. The persistence of the rising enrollments and the cost of constructing and maintaining schools.

3. The financial difficulties of private colleges and universities due to smaller income and greater costs of operation.

4. The rise in college enrollment, reversing a previous downward trend.

5. The Congressional inaction with regard to federal law to aid public education.

6. The reconsideration by the U. S. Supreme Court of the issue of racial segregation in the public schools.

7. The establishment of a Department of

Health, Education, and Welfare in the President's cabinet.

8. The controversy about the allocation of television channels for educational uses.

9. The change in the source of criticism of education — from the "enemies of public schools" to persons within the educational fold.

10. The increasing resistance by the educational profession to the attempts to limit the dissemination of information and the circulation of literature.

COMING CONVENTIONS

Apr. 1-3. National Science Teachers Association, Morrison Hotel, Chicago. Secretary: Robert H. Carleton, 1201 — 16th St., N.W., Washington 6, D. C. Exhibits: Mr. Carleton.

Apr. 1-3. Texas Vocational Association, Plaza Hotel, San Antonio. Secretary: Louis F. Koudelik, U. of Houston Downtown School, 705 Fannin, Houston. Exhibits: C. E. Trontz, 637 N. Main Ave., San Antonio 5.

Apr. 2-3. Brooklyn, New York, Diocesan Teachers Institute, Bishop McDonnell Memorial H.S., Brooklyn. Chairman: Rt. Rev. Henry M. Hald, 75 Greene Ave., Brooklyn 38. Exhibits: Rev. Hald.

Apr. 7-9. Inland Empire Education Association, Spokane, Wash. Secretary: Clifton A. Hussey, Court House, Spokane. Exhibits: R. C. Anderson, W. 503 Fourth Ave., Spokane.

Apr. 8-9. Tennessee Education Association, Andrew Jackson Hotel, Nashville. Secretary: F. E. Bass, 321 Seventh Ave., N. Nashville. No exhibits.

Apr. 8-10. Florida Education Association, Miami. Secretary: Ed Henderson, 220 Centennial Bldg., Tallahassee. Exhibits: Mr. Henderson.

Apr. 8-10. Florida Vocational Association, McAlister Hotel, Miami. Secretary: Mrs. Julia Burns, Brewster Vocational School, Tampa. Exhibits.

Apr. 8-10. Illinois Vocational Association, Leland Hotel, Springfield. Secretary: Paul R. Waugh, Board of Education, Peoria. Exhibits: Arthur LaPointe, Board of Education, 228 N. LaSalle St., Chicago.

Apr. 8-10. New York State Vocational & Practical Arts Association, Hotel Statler, Buffalo. President: Joseph C. Deluhery, N. Y. State Vocational & Practical Arts Association, 1500 Elmwood Ave., Buffalo 6, N. Y. Exhibits.

Apr. 9. Industrial Education Conference, Iowa State College, Memorial Union, Ames. Chairman: Lowell L. Carver, 101 Ind. Arts, Iowa State College, Ames. Exhibits: Merle Wiener, same address.

Apr. 9. Tennessee Vocational Association, 202 Memorial Bldg., Nashville. Secretary: W. A. Seeley, 202 Memorial Bldg., Nashville. No exhibits.

Apr. 11-15. Western Arts Association, Pantlind Hotel, Grand Rapids, Mich. Secretary: George S. Dutch, George Peabody College, Nashville, Tenn. Exhibits: Wm. Bealmer, 7776 Lake St., River Forest, Ill.

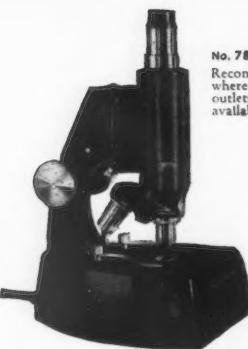
Apr. 11-16. National Art Education Associa-

(Concluded on page 71A)

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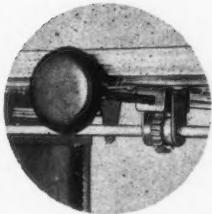
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Our Children and Tolerance

Sister M. Paraclita, J.H.M. *

DID you ever come to the realization, with a startling jolt, that you had sitting in front of you in your classroom a group of young racists? Or young bigots in

*St. Mary Convent, Monroe, Mich.

the bud? Not many, probably, but a few who, unfortunately, had the capabilities and the inclination to inject their snobbery into those around them. It's not unusual in our America, to be sure, and undoubtedly these few you

have discovered in your class are not yet too set in their prejudicial convictions; but for a religious teacher who is attempting to bring the standards of Christ fully into the lives of her pupils, it presents a real problem. How to hurdle this obstacle to complete Christian living, or better, erase the hatefulness and make "the rough ways plain," we religious teachers are oftentimes a little perplexed. Teacherlike, we know the strategy of direct negative attack on prejudicial ideas. It doesn't work. "No, you're all wrong" has never yet converted anyone to truth. Rather, it has set the young heart of a child reacting with determined, forceful rebellion.

The Positive Approach

The alternative—the positive—is the technique of Christ in His teachings, is that of the Church, and then our logical choice in an attack on prejudice. This all-out attack on intolerance must be positive, so positive, that there exists in the minds of the children, and hence, in their lives an absolute conviction of what Christ's answer is to race and color discrimination. We should say, perhaps, that our presentation of truth should be so positive and clear cut in its interpretation of modern problems of organized hate that intolerance and prejudice would dissolve into nothingness because they could have no basis on which to rest in a Christian heart and mind.

Teacher's Preparation

We can find so many ways to build up what is called the Christian mentality in our pupils, and this work is really nothing else, you will agree, than the external evidence of the Catholic ideals underlying our teaching. We need only to stress these ideals here in the light of our problem of intolerance. It's so much easier to build up the positive concept of racial justice than to attempt to tear down the confining smallness of prejudicial minds. First, however, our effectiveness in teaching tolerance depends on our personal convictions. Are they of the mind of Christ? Take out your convictions on races, nationalities, and examine them critically. Our spiritual life begs our going "all the way" with Christ. This means socially as well as spiritually. All the way with our Lord, Christ in the Negro, the Jew, the "foreigner"—and ourselves. If I have evaded all these years of teaching the questions of segregation, racism, miscegenation, all the attendant features of social and racial justice, simply because they weren't pertinent to my present situation or my specific problems of teaching, then I am very much like the man who doesn't consider it necessary to prepare for winter until the first blizzard: "Let acute necessity be the only rea-

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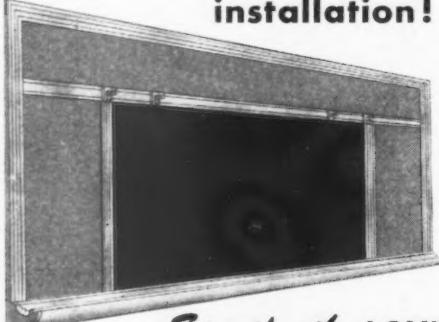
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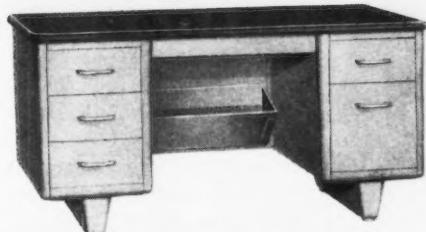
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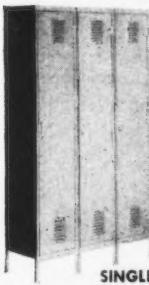
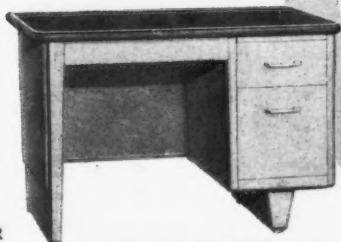
(Continued on page 58A)

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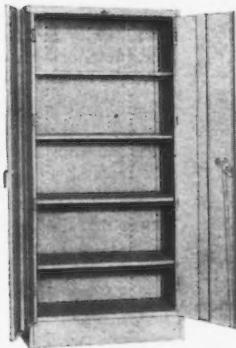
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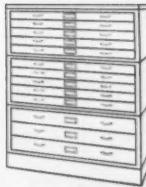
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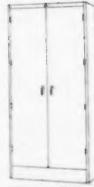
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Our Children and Tolerance

(Continued from page 56A)

son for action." That attitude scarcely fits in with my dedicated life; therefore I must face this problem and settle my vague ideas, and the fuzziness of my convictions for all time, according to the pattern of Christ.

With most of us, it's simply a case of clarification, not new knowledge. We can help ourselves in straightening out the blur in our thinking by making clear in our own minds the doctrines of the Church and their interpretations of modern problems and times. Many of us have never stopped to think seriously that with every problem of humanity the Church has a solution because our Lord had a solution. It isn't at all hard to find material at your finger tips. None of us is above a good review of the catechism, especially the newly revised *Baltimore Catechism*. The encyclicals, with emphasis on those dealing with the Mystical Body, labor, and liturgical movements, need careful and thoughtful study if we are to teach the Catholic mind on these problems to the children. The teacher references in our convent libraries, of course, are sources of accurate information, but don't neglect, by any means, the Catholic periodicals. The clergy and the laity are using every means possible to educate Catholics on the Catholic viewpoint, but are faced with the problem of having their pupils being educated at the same time by the world on the secularistic viewpoint. The steady stream of articles and stories in our magazines and newspapers on racism and its attendant injustices is an indication that the vast majority of our Catholic population is woefully lacking in real understanding of the Church's teaching on the matter. This is proved effectively when one considers the comments such stories provoke. Try, for experiment, to introduce a statement about tolerance into a group of adults or older children and watch the effect of the disturbance of narrow-minded opinion. Nine times out of ten the reaction will be just this one: "Yes, I do believe that, but . . ." and forthwith a list of limping arguments why Christ's oneness with man stops, very strangely, at the color line, the religion line, or whatever point of discrimination one may choose for intolerance.

Imitate St. Paul

We need courage, a strong, imperturbable courage, to stick to our convictions without flinching — I should say, Christ's convictions. You might have to face an oral "firing squad" of indignant parents for insisting as you did

(Continued on page 61A)



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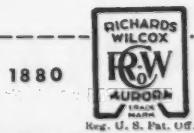


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Our Children and Tolerance

(Continued from page 58A)

on the Church's stand on racial justice, or the students themselves might take rather coolly the suggestion that they manifest more kindness to a minority in the school. But then, personal feelings or personal opinion can be no alternative for Christ's pleading statement for our thinking with Him, "Whatsoever you do to the least of my brethren you do unto me." If it requires conversion on our part, let it be done. But be a Paul about it: the Church needs so many like him!

Our Prayer

And a Catholic mind and courage need prayer. We pray for so many things, we religious. Do we pray for a Catholic mentality for ourselves and for others? Our priests point out to us that the great heartache in the Church here in America is not the paganism of the pagans, but the secularism of some of the Catholics. Intolerance and prejudice are malignant forms of secularism. The racial movement and those problems concerning injustice to certain peoples need prayer if they are to be solved; the editors of the journals which urge and beg for the restoration of the social order in Christ need prayer. Our missionaries and our lay apostles, who are trying to bring the hope of the Spirit of Justice to the disillusioned, minority, and oppressed in our country need our prayers. Prayer is the one thing, we all agree, that we can give, unrestricted by time, capabilities, or present duties.

The Mystical Body

From our participation in the Mystical Body of Christ, and the link of prayer, we stand on the best bedrock for the instruction of our children. Teach them the Christ of tolerance, who knows no inequality of color or nation or class, and teach them this in a positive, tangible way, in terms childhood understands. Johnny is going to accept what you tell him about our dear Lord's being present in the souls of all whom he meets, he is going to believe it and repeat it to others. But he accepts the truth at face value since the lesson remains bottled up in the reserve education of his soul. Teach him to use the truth — to give up his place to the colored lady on the bus just as he would for his own mother, to address all men and women as "sir" and "madam" and to erase from his vocabulary the list of insulting nicknames that prejudice has applied to races and nationalities. The men and women who work for his father are entitled to the same re-

(Continued on page 62A)

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Our Children and Tolerance

(Continued from page 61A)

spect from Johnny that they give his father; public-service men are to be respected and obeyed. All of this not because of those people individually but because of Christ in each of them, and the authority of Christ they represent. We must make Christ in others so obvious to the children that it will

be second nature to think in terms of God. After all, isn't that the way we teach every subject in the curriculum?

Older children, taught that the thousand and one little courtesies of their everyday life are to be extended to all men regardless of religion, race, or nationality, will understand why when they understand the teachings of the Church; whether they do the Christlike thing or not will depend on their interest in the cause of Christ.

And teach them to extend their prayers

to the whole Mystical Body. Prayer is meant for all men. "All men" means little Ah-ling of China who can't quite answer for himself the hunger gnawing at his soul and stomach for truth and bread respectively; "all men" means the half-crazed skeletons of men in lonely Siberia, or their captors; it means the minorities suffering in our own country, victims of prejudice. "All men" means, too, the prejudiced whose lives are warped by the hatred which courses through their veins. Our children should feel the universal suffering for the Church, the Spouse of Christ, and grow in charity for the other Christs over the earth. What of their color—? that is nothing to children of prayer. No age limit on this lesson in tolerance!

The Church Is Catholic

With the older ones we can use very effectively the subject matter of our classes to teach Christ in a tangible way. The application isn't a strained one, and our ideas will grow apace with our practices. For example, we know that children like people, past or present. Biography can be made to appeal to their sense of identification of man in Christ. Even an incomplete list of men and women who have achieved much in every field of human endeavor will reveal great people of every nationality, religion, and race. Capitalize on these facts. Point out to the children that greatness is not the monopoly of any one people. It is rather a result of co-operation of all peoples. Because we are one with them in Christ, we share in their achievements.

It has never really occurred to most children, either, that the "greatest greatness" of all—the sanctity of a man—our Lord has not restricted to one race or one nationality. Every nation of the world is blessed with its saintly representatives in heaven. It is inconceivable that any saint would be denied the homage of the faithful because he is not the "correct" color or nationality! The class can readily see the tremendous loss of souls to God through the crime of intolerance; they can see the breakdown of empires because of national "superiority." Church history stresses the obedience to Christ in our teaching all nations without exception; in modern times as well as in the early days of the mission, youth is impressed by the technique of the missionary: the adoption of foreign customs to become one in Christ in the new Christian. We must agree that our religion classes fairly teem with the opportunities to instill the Christ-mind of tolerance into our children. The Sacraments, Holy Mass, the Beatitudes transcend all barriers of prejudice which man has built around his reason. Through these facts of history and religion, youth can fairly

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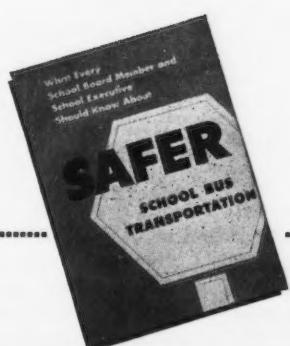
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Drama as a Means of Religious Instruction

Sister M. Emmanuel, S.M.*

Children Are Imitators

We dare not say to them: "Do as I say, not as I do," for what we say is soon forgotten;

*Gwynedd-Mercy Junior College, Gwynedd Valley, Pa.

but what we are is being copied again and again by each little tot before us. Have you ever watched your little ones play school? It is as enlightening as a retreat.

This faculty of imitation begins with the babe in arms. It grows until we do something to stunt it. Why? Are we afraid to see ourselves? Not so Bonnie Marie's mother. This very young mother had trained well her little two-year-old. She was surprised then to have the baby continue to push the swinging door leading into the doctor's office after repeated orders to stop. It was becoming embarrassing. The doctor smiled and observed: "She's only a baby"; but her mother made one last appeal. Summoning all her authority, she said severely: "Bonnie Marie, stop that and come here." The baby put her head on the side and answered: "Mummie, you mustn't say 'Bonnie Mee, come 'here,' you must say 'Bonnie Mee, please come here.'"

Teaching With Drama

When life was less complicated, and people less sophisticated, the Church sought to use this childlike quality of the medieval mind and taught the doctrine and morals of the One, Holy, Catholic Authority by means of unpretentious plays. Dogma and morals were taught to the illiterate through this channel, as is evidenced by the Mystery, Miracle, and Morality plays still extant.

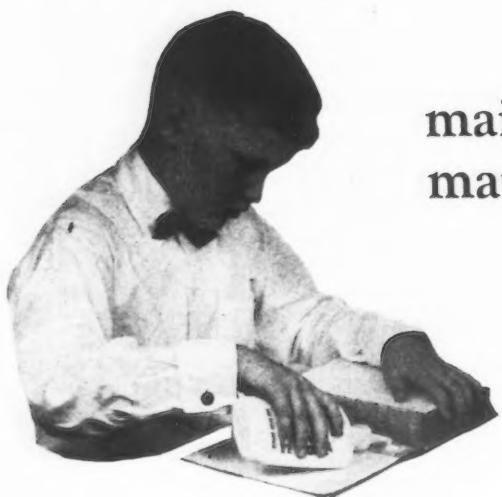
The religion teacher today needs to prepare her work carefully, and present it—not only with an eye to its beauty and truth; but with a recognition of its dramatic possibility. Whenever you dramatize an idea with a little one, you give him an experience that remains as part of him always. The child is an ultra-active being, and when there is coordination between his bodily movement and his mental picture a deeper impression is made. This is not so easy as it may seem.

Use the Child's Interpretation

In attempting any work in this field, it is important to realize from the outset that the child is not a miniature adult. He will not see things the same way we do; nor will he always experience the feelings we have assumed he will. As Msgr. Furey points out in his book, *The Child and You*, "It is necessary to approach the child with an open mind ready to learn from him what we can about his psychology."

In order to learn about the child, from the child, it is necessary to give him as much leeway as possible when dramatizing. Do not force your experiences on him. Remember he has very little background from which to draw. Acquaint him with the facts of the story. Help him to understand and master the emotions proper to the character. Being reasonably sure that he understands the situation, step aside and let him do the inter-

(Continued on page 66A)



maintenance man

THIS FOURTH GRADER is repairing his own textbook. In 2 minutes, using only 3 cents' worth of BOOKSAVER, he will have it done. The text will be in new book condition for the rest of its useful life, and he and the whole class will have learned an important lesson.

For, beyond any shadow of a doubt, book repair teaches book care. And, for this purpose, BOOKSAVER, the original permanently-flexible liquid plastic adhesive, is the

best material to use. It is formulated especially for book repairing, has the highest content of active plastic ingredients, and gives the strongest toughest bond.

Accept no substitutes. Order BOOKSAVER in the handy polyethylene squeeze bottle from your regular school supply distributor. Many school systems purchase in sufficient quantity to provide a bottle for every classroom.

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HOW HORN INCREASES GYM USE:

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one gym for boys and one for girls, or
one gym for games and one for classes
- **Partitions closed, gym seats closed . . .**
team practice, intra-school contests, large
group instruction
- **Partitions closed, gym seats open . . .**
exhibitions, tournaments, games, assem-
blies, meetings, demonstrations



Yes, now your every need for gym use can be met without back-breaking work. Just install Horn Folding Partitions and Gym Seats!

Horn Partitions give you *two* gyms with a flick of the finger! The entire operation of cable-driven Horn Partitions is electric. In approximately two minutes, they unfold smoothly and silently, seal space between door and floor, lock securely in place without bolts.

Horn Partitions increase gym time by permitting separate but simultaneous activities. When the third or full gym is needed, they fold into compact, space-saving units . . . as easily as they are opened.

Spectators, even the tallest, cheer the ample leg-room and chair-height comfort of Horn Gym Seats. When Gym Seats are folded, they use little valuable floor space and protect players with smooth, sloping surfaces.

Cross-braced Horn Gym Seats extend quietly without undue friction and in one continuous motion

through the telescoping principle. Safety first, too, as *each* row automatically locks as it opens. To close, seatboards rise to an upright position and practically fold all by themselves.

Horn maintains a complete design engineering service to help you solve your individual problem in gymnasium flexibility. And Horn Equipment is custom-installed by factory-trained men. Why not write for the name of your nearest Horn representative?



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As us for the full story Now . . . See these new bleachers before you complete any seating plans for this year.

BERLIN
SEATING
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BERLIN,
WISCONSIN

Drama

(Continued from page 64A)

pretation. Never interrupt except to correct a grave error. Let the experience be his experience; not a carbon of your own. Perhaps your own jaded outlook will be shocked into new vistas of undreamed beauty.

Christmas in July

There was the summer when I taught catechetical school at one of our schools in the Colored district. There were only three white children among the many black—most of whom were non-Catholic and of preschool age. There was only one way to engage the attention of the motley group and that was by dramatization. It was a hot July morning, but I decided to do the Christmas story.

Our one little white girl was the group's choice for our Blessed Mother; but St. Joseph was coal black, while the Baby Jesus was wholly imaginary. The angel choir sang the Protestant version of "Holy Night" while I worked with the shepherds—a rather apathetic, unimaginative group of four- and five-year-olds.

Having told them the shepherds brought gifts, I asked the first little darky: "What are you going to bring the Baby Jesus?"

"I'se gonna bring Him candy," he beamed up at me.

This came as a shock from which I sufficiently rallied to say, "Fix your hands like this then, and say: 'Here is some candy, Baby Jesus, because I love You.'"

The second wanted to bring cakes, the third could not make up his mind; but the fourth one couldn't contain himself. With shining eyes, he squirmed and chuckled to himself. I suggested that the third one bring an apple, and passed on to the irrepressible Charles. It was a very hot day, and little Charles had made his choice. His little voice piped loud and clear: "I'se gonna give Him a popsickle!"

All the other shepherds cried out: "I want to give Him a popsickle, too!"

Nothing else would do. So the Little Lord of heaven got four imaginary ice-cold popsicles because four black, hot little shepherds loved Him very much.

It might be of interest to note that while these decisions were being made, the fair young "Mary" said to "Joseph": "I'm tired; you hold Him for a while"—and an imaginary Infant was transferred with all care and reverence from folded white to folded black arms.

How much of this innate wealth of a child has been destroyed or crippled by giving them too much! This God-given gift of initia-

(Concluded on page 68A)

To the teacher who has papers to mark...

Student papers written with an Esterbrook Fountain Pen are likely to be easier for you to read.

That's because Esterbrook Pens encourage neater, clearer, more legible handwriting by giving each student precisely the right point for the way he writes—the right point for the system you teach.

Esterbrook Pens have other advantages, too. The points are renewable in case of damage—without sending the pen back to the factory. And the price of an Esterbrook is modest enough for any student.

THE RIGHT POINT FOR THE WAY YOU WRITE



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- No other playground device provides so much play capacity per square foot of ground area and per dollar of cost as JUNGLEGYM! That plus JUNGLEGYM'S safety record of more than one hundred million child-play-hours without one single serious accident are two reasons why you should give the children of your playground the advantage of JUNGLEGYM.



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You can rely on PORTER for the basic units you need
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No. 136 Stratosphere See-Saw
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No. 38 Combination Set
Compact, economical unit that's ideal for limited ground areas. Six varieties of funful, healthful activity.



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No. 240 Merry-Go-Round
Will safely accommodate 30 children at one time. Noiseless, no-wobble, no-sway operation. An engineering marvel.



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Exclusive MAKERS OF THE WORLD-FAMOUS **JUNGLEGYM*** CLIMBING
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Drama

(Concluded from page 66A)

tive and imagination can be fostered. I know. My experiences were not always so happy as the one above. With the same group I tried to continue the life of our Lord—even to the flight into Egypt. The same Joseph led Mary and the Babe on a broomstick donkey slowly to Egypt in the rear of the room until the angel choir (now soldiers) began to slaughter the shepherds (who would dare call them Holy Innocents?); then Mary and Joseph joined the kill and pandemonium re-

sulted. Prudence is a necessary virtue of all teachers!

A Teacher's Show

Have you ever met the teacher who excused herself from teaching the poorer pupils in her class by "dramatizing the day's reading"? The little boy and girl from the front seat do the hard part while the "problem child" says "he said" . . . "she said" every time there's a breathing space. The principal goes out beaming, happy that everyone in the class takes part. Isn't Sister wonderful? Isn't she! Don't transfer that technique to the Bible stories.

Do simple little plays. Let the children make the selection for the parts. Whenever the voice of God is to be portrayed, ask if you may play it. God's voice should always be different, and bespeak a reverence too deep for a child's interpretation. Vary your themes so that next time you can say, "I was in the last play. I won't take part in this one." This will forestall the little "show-off" who will want to monopolize the limelight.

Minimize the Props

Ask their advice as to what to use for properties—and abide by it whenever you can. Have as little material aids as possible. *Props* are used to brace up things that are tumbling to ruin. That is why Hollywood spends thousands of dollars monthly on "props"—because their ideas and ideals have rotted. As far as possible let the children use their own words to express their own ideas, helping only the completely inarticulate.

The best procedure would seem to be somewhat like this: (1) tell the story as dramatically as possible; (2) retell it, questioning them at places where they will be required to do or say something; (3) check on actions and speeches; (4) select characters; (5) acquaint each with his part; (6) put the whole together, and sit back to learn. You will. The children will too.

We must not forget that children will enjoy doing the same play over with a new set of actors. Teachers may grow worn and weary, but the little ones will still be eager to "do it again."

There are many who will say this is all new-fangled nonsense. They learned their religion by rote—and where would you find a better Catholic? I know that religion is a serious business, and I am surely not advocating turning our few short hours of school into mere play time. But I take my drama seriously. I am not using it to amuse the children; but as a means of effective teaching. True there will be parts unsuited for this method—right off I can't think of a skit that will fix the twelve fruits of the Holy Ghost in the mind of a child—that's going to be a memory exercise pure and simple.

But we are all working for a Master who has said that we too must become as little children. And we place before His little ones as many scenes from His life, as many of His lessons, as we possibly can, so that they will imitate Him. With these little ones we hope to enter heaven some day. They alone have the key to the door which is so low that we must enter it as a child—or on our knees.

I have many simple scripts for Old and New Testament stories, for Commandments, sacraments, and certain feasts. These I would gladly put at the disposal of anyone who would write for them.



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FREE SAMPLE to teachers. Send your request, giving your name, address, school and position, to Dept. CS-4.

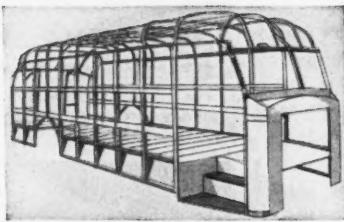
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School men turn engineers to learn the inner workings of the Oneida Safety School Bus Body "Cradle of Steel" that is the foundation for long life, super-safety and a greater measure of comfort.

A CRADLE OF STEEL *From Wheel to Wheel*



"The Cradle of Steel from Wheel to Wheel" gives veritable battleship construction to the Oneida Safety School Bus Body. From the interlocked roof construction, double riveted body panels, anchor-rib-frame to the accordo-steel-platform, there is X-Ray proof of the high tensile strength that makes Oneida the safest school bus on the highway.

SCHOOL EXECUTIVES Keep On Learning...

School Executives and board members today are progressive men and women keenly interested in the very best equipment obtainable in their constant effort to secure "Better Education under ideal conditions for more people."

Keenly alert, they look to the experts in every field for information and help, for better tools and equipment to meet the needs of youth.

Because of the rigid demands of Safety in School Transportation, School Executives must know a great deal about materials and construction, performance, comfort and economy before they invest school funds in a new bus.

Oneida Sales Engineers with a wealth of knowledge and know-how turn teacher in presenting the Oneida Safety School Bus Body construction features to school boards, and because all things must have a beginning, start with the famous "Cradle of Steel" skeleton to which are riveted heavy steel gusset plates guaranteeing the maximum protection against body failure due to impact, stress, strain or torsional twist.

School Executives Keep On Learning for they must know about the many features necessary in bus buying. The fact that so many Oneida Safety School Bus Bodies are on the roads of America today is a source of great pride at Oneida, and a measure of the carefulness of school executives and boards in selecting the best.

WRITE TODAY!

For the fully illustrated brochure that tells you all about the '54 Oneida Safety School Bus Body. It will help YOU to make your choice before investing in your new school bus.



The Oneida insignia on the side of a bus signifies a new high mark in safety and efficiency. Wherever you see the name of Oneida, all over America, you know that school executives have chosen the best.



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what students
can achieve
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— here's a low budget classroom activity that's simple and wholly satisfying!

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Free! Write for colorful Dek-All idea folder.

Dept. CJ-65



THE AMERICAN CRAYON COMPANY
SANDUSKY OHIO NEW YORK

Our Children and Tolerance

(Concluded from page 62A)

fly from the imprisonment of prejudice to the open-mindedness of Christian charity.

Social Studies

The children can see intolerance and tolerance in the making on a different slant in social studies, a viewpoint which will set them thinking seriously. They know that the rights of man are the fundamental issues of history, really, and our own America has many a story of such struggles, many of which are re-echoed in our own day. For instance, no period in American history is more sympathetically studied by the young than the Civil War. But the mental cheers which greeted the thirteenth, fourteenth, and fifteenth amendments must die away to bewildered questions on the injustice of man toward man, whether it be in the Reconstruction period or our own twentieth century. This can be repeated in the American exploitation of the Indian, our insular possessions—in fact, every phase of history. A realization that injustice and bigotry will find loopholes in a just law will call forth some serious meditation by thoughtful students.

On the other hand, keep the children mindful of the great strides taken today by leaders in what is called democratic behavior. We call it simply justice. Slowly but surely the barriers of prejudice are beginning to crumble. Make that plain by soliciting clippings illustrating the breakdown of intolerance: the election of a Negro to Congress, the appointment of a Catholic to an important government position, the meetings of interracial societies, the accomplishments of the Round Table of Catholics, Protestants, and Jews, the opening of colleges to all, the success of writers, singers, and artists of all religions and nationalities. Inject the children's enthusiasm with the joy you feel when tolerance and understanding have triumphed; make the children feel that it is a victory for the Church who has so often stood alone in her insistence on justice.

Our own circumstances, background, and present duties will open up to our professional viewpoint many other ways in which we can build the strength of our supernatural charity for all men in the souls of our students, and make them more receptive to the grace of charity. We can ever be mindful of all we can do and all we can undo for the fullness of Christ's Spirit in our children. We must start with ourselves, and going all the way with Christ, teach His social justice to all those who will be the leaders and citizens of tomorrow.

cut breakage costs to an all-time low!

More than 1000 schools and hospitals all over the country are getting better service at greater savings with this line. How about you?



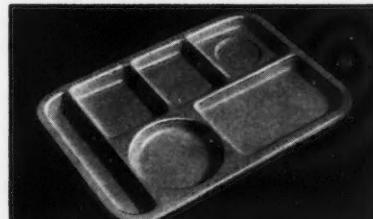
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Catholic Education News

(Concluded from page 54A)

tion, Hotel Statler, Cleveland. Secretary: Dr. Horace F. Heilman, S.T.C., Kutztown, Pa. Exhibits.

Apr. 12-15. Pacific Arts Association, Fairmont Hotel, San Francisco. Secretary: Dr. Harry B. Green, San Francisco State College, San Francisco. No exhibits.

Apr. 16-17. Missouri Industrial Education Association, Education Bldg., University of Missouri, Columbia. Secretary: Maurice L. Stewart, State Dept. of Education, Jefferson City. Exhibits: Walter Brown, Dept. of Industrial Education, Univ. of Mo., Columbia.

Apr. 16-17. Missouri Vocational Association, University of Missouri, Columbia. Secretary: H. H. London, Univ. of Mo., Columbia. Exhibits: W. C. Brown, Univ. of Mo., Columbia.

Apr. 17-22. National Catholic Educational Association, Conrad Hilton Hotel, Chicago. Chairman: Rt. Rev. Frederick G. Hochwalt, 1785 Massachusetts Ave., N.W., Washington 5, D. C. Exhibits: Miss Betty Macdonald.

Apr. 20-21. American Catholic Philosophical Association, Pfister Hotel, Milwaukee, Wis. Secretary: Rev. Charles A. Hart, Catholic Univ. of America, Washington 17, D. C. No exhibits.

Apr. 20-23. Catholic Literary Association (National meeting), Bellevue-Stratford Hotel, Philadelphia, Pa. Secretary: Jeannette M. Lynn, 209 Vine Ave., Park Ridge, Ill. Exhibits: Rev. Vincent T. Mallon, M.M., Maryknoll Seminary, Glen Ellyn, Ill.

Apr. 21-23. Kentucky Education Association, Louisville. President: Dr. Lyman V. Ginger, College of Education, University of Kentucky, Lexington 29. Exhibits: Marvin Dodson, same address.

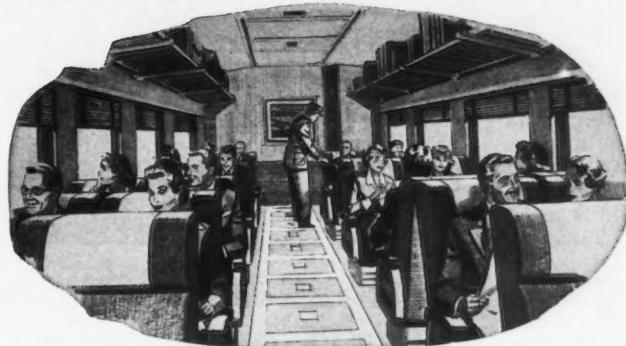
Apr. 21-24. National Council of Teachers of Mathematics, Sheraton Gibson Hotel, Cincinnati. Secretary: M. H. Ahrendt, 1201—16th St., N.W., Washington 6, D. C. Exhibits: H. C. Christofferson, Miami University, Oxford, Ohio.

Apr. 23-24. Idaho Education Association, Lewiston, Idaho, auditorium, Administration Bldg. Secretary: John M. Booth, 614 State St., Boise, Idaho. Exhibits: Ina Carlson, 326 Stewart, Lewiston.

Apr. 23-25. Tennessee Home Economics Association, Farragut Hotel, Knoxville. President: Dr. Margaret Johnson, Peabody College, Nashville. Exhibits: Miss Alice Sharp, K.U.B., Knoxville.



You feel at home on a train because it's a house on wheels!



Passenger trains have come a long way since the early days of American railroading. Modern passenger cars are of light, high-strength alloy steels or aluminum. Most are air-conditioned, many are equipped with indirect lighting, individual side lights, large windows and individual seats with adjustable backs and footrests.



When you're traveling overnight, Pullman cars with comfortable berths, roomettes, bedrooms and drawing rooms are at your service. Space-saving ideas incorporated in these cars include beds that pull down from the wall, built-in closets for clothing and luggage, and compact toilet facilities. Some have folding walls which can be opened up to make a suite.



When it's time to eat, you just walk into the "traveling restaurant" or dining car. America's railroads serve almost 80,000,000 meals every year. In tiny kitchens, which are about 7½ x 16 feet and marvels of compact organization, as many as 400 meals a day are prepared. To supply these meals requires the best efforts of four cooks and seven waiters.



For your relaxation and enjoyment, many trains have a club car. Specially large windows, thick luxurious carpets and draperies are standard appointments in these fine cars. Here you can sit back in an easy chair as comfortable as the one in your own living room. And, if you tire of the scenery, there are tables for games and, if you wish, a beverage or snack.



And to assure you a fast, comfortable, safe journey, today's trains are hauled by modern locomotives that are marvels of power and efficiency. These trains carry more than 400 million passengers on journeys totaling 30 billion miles a year. And they do it in such comfort and safety that you feel as though you were in your own home!

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You'll enjoy THE
RAILROAD HOUR every
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NEW SUPPLIES AND EQUIPMENT

Oneida Unveils New 1954 School Bus

"The safest school bus on wheels" is the claim made for the new, 1954 model conventional school bus of Oneida Products Corp., Canastota, N. Y. Built around Oneida's famous "cradle of steel from wheel to wheel" welded framework, the 1954 model offers a score of safety features ranging from doubly-riveted

body panels to full six feet of headroom for full visibility, better air circulation, and the elimination of the confined feeling that makes passengers restless.

Oneida's new, two-piece safety sash, more spaciously designed than in previous models, is built right to the roof line to provide better visibility. Constructed of safety glass, rimmed in steel and set in rubber, the top sash provides a full nine inches for more safety and

ventilation, while the lower panel is stationary to prevent children from poking heads or arms from the bus.

A new type grab rail extends down to the bottom step to provide safer and quicker loading of small children. New finger-tip control panel makes operation of lights and emergency signals almost automatic, allowing the driver to keep his eyes on the road. A new type of marbleized floor covering gives added strength and beauty underfoot, and, combined with wall-mounted seats, makes floor cleaning easier.

These and other new and improved features make the 1954 model the "safest bus on American roads with the greatest economy of operation."

For further information write: *Oneida Products Corp., Section C.S.J., Canastota, N. Y.*
(For Convenience Circle Index Code 035)

New Hinge for Lift-Lid Desks

A new, patented, self-adjusting friction hinge for lifting lid desks was introduced by Heywood-Wakefield Company, Gardner, Mass., at a recent convention. Shown on model S-1040 in the picture, the hinges provide proper tension for easy opening yet do not permit the lid to slam down when released.



NEW HINGE ON S-1040

The hinges are cadmium-plated steel, are equipped with fiber pads inside, and are graphite-treated when assembled, for quiet operation. The new hinges are now in production and are being regularly supplied for all lifting lid desks.

For further information write: *Heywood-Wakefield Company, Section C.S.J., Gardner, Mass.*

(For Convenience Circle Index Code 036)

IBM Time System Has 12-Hour Correction

Compensation for prolonged power interruptions due to electrical storms, shutdowns for maintenance and repairs, and other unavoidable occurrences is provided with IBM's new 12-hour Self-regulating Electronic Time System. This new system's extended range of correction is provided twice each day for all indicating clocks that have fallen behind more than one hour, making it possible to correct clocks automatically with time lags of

(Continued on page 74A)

Gaylord Bros.

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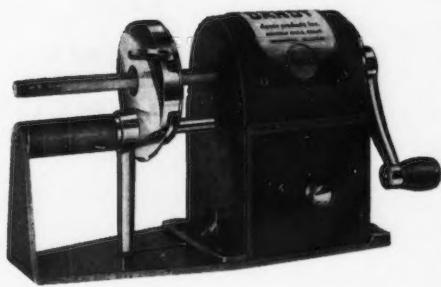
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These and other library furniture items completely described in our Furniture Brochure. Send for your free copy and current prices.

APSCO RECOMMENDS
APSCO'S BIG THREE
 IN STEEL



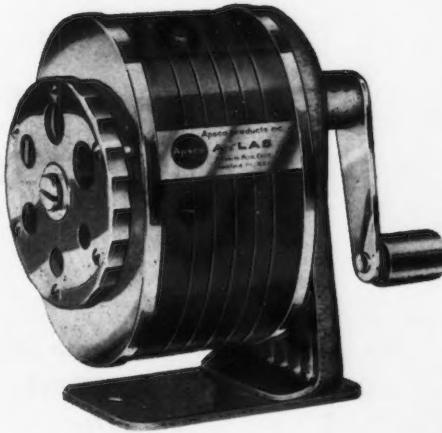
specially designed in answer to countless requests for a series of heavy-duty pencil sharpeners for school and commercial use. Each of the three all-steel models illustrated fills an individual need but **all** are constructed for constant and hard usage.



APSCO DANDY—Long famous for its automatic pencil feeding device and pull-out drawer type shavings receptacle. Now equipped with the Type V heavy-duty cutters and cutterhead. Finished in a beautiful hammerloid office grey. Perfect as a portable model or for permanent installation. Sharpens all size woodcased pencils.

APSCO DEXTER 3—This attractive dial type selector model sharpens all size woodcased pencils. Like the Apsco Dandy, it is equipped with Type V cutter head and cutters. The positive adjustable steel point stop eliminates pencil waste and gives desired point taper. It, too, is finished in a pleasing grey hammerloid color.

APSCO ATLAS—Features a brand new concept in single bearing pencil sharpener construction. The hammerloid grey, all-steel frame is welded to solid steel base for durable permanent installation. Replaceable ring gear and bearing makes it unnecessary to demount the base. Improved all-steel receptacle with Dial Selector permits sharpening six sizes of woodcased pencils.



336 NO. FOOTHILL ROAD, BEVERLY HILLS, CALIFORNIA

Apsco products inc.

FACTORIES: ROCKFORD, ILLINOIS • TORONTO, CANADA



NOTE: The Apsco Dexter and Atlas models may be mounted upright, to walls or under shelves. Other Apsco Sharpeners include: Chicago "51", Giant "51", Premier Portable, and Draftsman Models plus Apsco's fine line of staplers, staple removers, staples and punches.

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FOR BEAUTIFUL FLOORS
Plus IMPROVED SLIP-RESISTANCE

Your school's floors deserve the finest finish — and DOLCOWAX premium quality floor wax provides the soft, lovely sheen which so greatly improves the appearance of classrooms, offices and halls. Its self-polishing luster actually improves under traffic. Long-wearing service makes DOLCOWAX truly economical. May be used on any type of flooring.

NOW, the safety element of SLIP-RESISTANCE has been "built into" DOLCOWAX, to reduce the danger of falls. DOLCOWAX is approved by Underwriters Laboratories as a slip-resistant wax.

Easily applied, DOLCOWAX leaves a hard, durable glossy film of long-lasting beauty — with anti-slip protection!

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SANITARY SURVEY
OF YOUR SCHOOL
CONSULT YOUR
DOLGE SERVICE MAN

Disposable
DOLGE
WESTPORT, CONNECTICUT

New Supplies

(Continued from page 72A)

as much as 11 hours, 59 minutes, and 5 seconds. Time lags of 59 minutes or less, or fast errors of up to 55 seconds, are still supervised hourly and corrected in one minute as in other IBM time systems. All units showing correct time remain unaffected by hourly or 12-hourly supervisory signals. Any desired hour may be selected for the 12-hour correction cycle.

Because this system does not require any special clock and signal wiring, installation costs are nominal and it can be easily expanded and relocated. Existing installations of IBM Self-Regulating Electronic or Synchronous-Wired systems can be expanded to full 12-hour correction.

For further information write: International Business Machines Corp., Section C.S.J., 590 Madison Ave., New York 22, N. Y.

(For Convenience Circle Index Code 037)

Upholstered Chair New in Folding Line

A new, fully upholstered folding chair, a complete departure from the popular concept of folding chairs, is a new product of American Seating Company, Grand Rapids, Mich.

The new chair features a seat of spring-arch construction, comparable in comfort to



MODEL No. 60

seats produced by the same manufacturer for theater and auditorium use. The seat is extra wide and extra deep, and is available in washable DuPont "Starfrost," an imitation fabric material, with metal parts finished in black enamel; also in forest-green fabric upholstery with harmonizing gray enamel finish on metal parts.

Rugged frame construction consists of a continuous length of 20-gauge triangular steel tubing reinforced with steel cross-bars. The manufacturer states that these chairs are quiet in use, fold noiselessly, and are free of snag-

(Continued on page 76A)

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Wheeler's uses Libbey Crested Heat-Treated Glasses



One look through the big picture windows indicates it. Closer inspection inside, proves it: Wheeler's, Indianapolis, Indiana, is an outstanding food operation. Popular owner William O. Wheeler knows the value of top-grade food, service and equipment.

When it came to glassware Mr. Wheeler demanded, and got the best: Crested Heat-Treated tumblers in Libbey's popular Governor Clinton line. Mr. Wheeler liked the unbeatable Libbey combination of handsome design, easy-to-hold shape, long wearing durability. And, not to be overlooked is the money-saving combination of Heat-Treating and the Libbey "Safedge" guarantee.

A Libbey Heat-Treated glass averages up to 200 servings at a cost per serving of only a fraction of a mill. Every Libbey glass is further guaranteed: "A new glass if the rim of a Libbey 'Safedge' glass ever chips!"

You can bring the same good taste and operating economies to your own beverage service. And for a slight additional cost, you can include the personal touch that your own crest, monogram, or trade mark brings.

Investigate today. See your Libbey Supply dealer, or write to Libbey Glass, Division of Owens-Illinois Glass Company, Toledo 1, Ohio.



Iced Tea, No. 606
12 oz.

Water, No. 610
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"6110"
EASEL
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Handle

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• show card
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Size:	1	2	3
Length:	3/4	1 1/8	1 1/4
Each:	.12	.13	.15

4	5	6	7	8
1	1 1/8	1 1/8	1 1/4	1 1/2
.20	.25	.32	.40	.50

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MF-6 — This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans each in its own compartment . . . each individually indexed. Drawers are equipped with adjustable dividers for desired division widths. MF-3 — Compact 3 drawer cabinet holds 112 — 591 filmstrip cans.

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PRODUCTS CORP.
328 W. 42nd St., New York 18, N. Y.

Building News

(Continued from page 74A)

ging, pinching, or soiling hazards. Long-life, tread-rubber shoes prevent slipping or marring. All metal parts are corrosion-resistant Bonderized followed by one dipped and one sprayed coat of enamel. Model No. 60 is fully upholstered; Model No. 61 does not have the padded back panel.

It is expected that the new folding chair will find wide acceptance in schools, churches, institutions, and industrial plants, where portable seating is frequently required.

For further information write: American Seating Company, Section C.S.J., Grand Rapids, Mich.

(For Convenience Circle Index Code 038)

Bulletin Board Kit For Teaching Typing

A Teacher's Forward-Reading Bulletin Kit has just been made available by Remington Rand Inc., New York. It includes a complete classroom discussion guide and colorful poster as well as other valuable teaching aids. Additional material in the kit includes a comprehensive analysis of copyholder typing experiments conducted by educators, with statistical data covering this study.

Designed to assist typing teachers in furthering student efficiency in typing, Bulletin Board Kit RSL-288 reinforces teaching and provides material incidental to further learning.

The kit can be obtained without cost by writing: Remington Rand Inc., Section C.S.J., 315 Fourth Ave., New York 10, N. Y.

(For Convenience Circle Index Code 039)

Card Game Method Teaches Spanish

An enjoyable, inexpensive new method, developed by Language Institute, Inc., Allentown, Pa., teaches Spanish vocabulary and grammar in the home, without textbooks and tedious exercises.

A series of 5 card games, played as solitaire, or by 2, 3, or 4 adults, or children, enables participants to learn to read, write, pronounce and speak Spanish while enjoying the games themselves. No previous knowledge of Spanish is necessary. Beautifully illustrated cards, 10 decks in all, with clear instruction books, are included in the set.

The Institute claims thousands of classrooms have already adopted this unique method of teaching Spanish, in addition to its acceptance by business, industry, and the professions.

The complete set is available together with a free copy of "Vocational Opportunities for Foreign Language Schools of the City of New York," a factual, practical guide pointing the way to profitable language use at home or abroad.

For further information write: Language Institute, Inc., Section C.S.J., Allentown, Pa.
(For Convenience Circle Index Code 040)

(Continued on page 79A)



N
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NUMBERS AT WORK

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Pattan and Young

Completely new arithmetic texts — new from the ground up — not a revision! Sound in method, appealing and challenging to pupils, and beautiful with glowing color. Based on leading courses of study (including diocesan syllabi and Guiding Growth in Christian Social Living) and the best of recent research.

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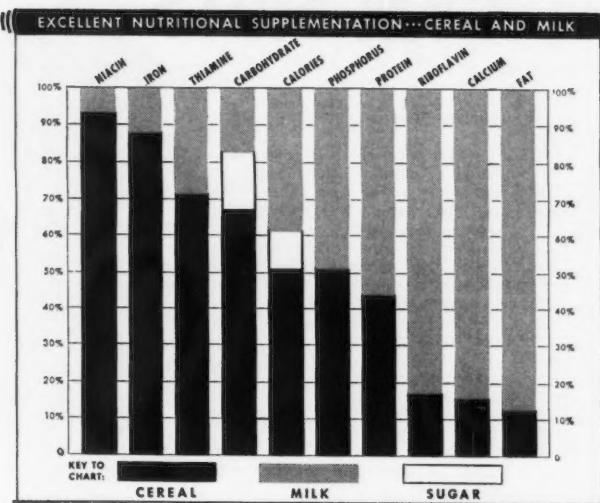


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A Fifty-Fifty Contribution

Cereal and Milk



In the above chart, 100 per cent equals the total amount of the nutrients common to both and calories supplied by the cereal serving. The black and gray bars represent the percentage contribution of nutrients and of calories made individually by the cereal and by the milk of the cereal serving. This shows that in five of the nine nutrients, as well as in calories, the breakfast cereal alone provides more than 50 per cent of the total amounts contributed by both cereal and milk, and almost 50 per cent of the protein. These figures demonstrate the excellent manner in which cereal and milk supplement each other.



The average cost of the cereal and milk serving is 5 cents, based on current retail prices. Few indeed are the foods which, for this small cost, can make such a contribution to the satisfaction of daily nutritional requirements.

Free booklet available on your letter of request on the importance of the cereal and milk serving in the modern reducing diet. Send for yours today.

Breakfast Cereals are an important carrier of milk in the diet. In the average year, over two and one-half billion quarts of milk are eaten with cereals alone, accounting for about 15 per cent of the annual per capita fluid milk consumption. During May the American Dairy Association and the Cereal Institute are cooperating in a "Cereal and Milk Festival" to promote this great food team.

The bar chart opposite shows how the components of the cereal and milk serving—one ounce of hot or ready-to-eat breakfast cereals (whole grain, enriched, or restored), four ounces of milk, and one teaspoonful of sugar—complement each other in their contribution of essential nutrients.*

If a line is drawn from the upper left corner to the lower right corner of the chart, the statement that the cereal and milk serving makes—

"A Fifty-Fifty Contribution"

—is graphically demonstrated. On a mathematical basis, considering the over-all nutritional contribution 100 per cent, the cereal contributes about 50 per cent, the milk about 48 per cent, the sugar about 2 per cent.

*Composite average of all breakfast cereals on dry weight basis.

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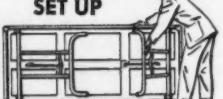
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Blended and aged by exclusive Sexton recipes, they are now available for your own table at better independent grocers.



John Sexton & Co., Sexton Square, Chicago, Ill.

New Supplies

(Continued from page 76A)

Graubard Uniforms Are "Marilyke"

The crusade for modest dress among teenagers throughout the country has prompted certain standards to be set up (by Rev. Bernard A. Kunkel, Director of the Purity Crusaders of Mary Immaculate, Bartelso, Ill.) with a label of approval given to firms for certain styles meeting these standards.

Mailed the "Marilyke" label, it has been awarded to Graubard's, Inc., Newark, manufacturer of gym clothes, uniforms, and costumes, for their gym blouses.

For further information on the Marilyke Crusade write Father Kunkel, whose address is above. For catalog or further information on the gym uniform, write: *Graubard's, Inc., Section C.S.J., 266 Mulberry St., Newark 2, N. J.*

(For Convenience Circle Index Code 041)

Marian Year Stationery

Folded note cards for use during the Marian Year and beyond, are offered by Papercraft, Inc., Milwaukee, Wis. Printed in blue upon white heavy-grade paper, the top fold has either a small line drawing of Mary or a liturgical symbol, with raised lettering of "Hail Mary, Full of Grace."

For further information write: *Papercraft, Inc., Section C.S.J., 3867 N. Palmer St., Milwaukee 12, Wis.*

(For Convenience Circle Index Code 042)

Catalogs and Booklets

★ W. J. Voit Rubber Corp., Los Angeles, has a new 1954 catalog of rubber and rubber-covered athletic equipment now available. The 32-page booklet illustrates and describes approximately 100 Voit items, including new additions to the line. For a copy write: *Advertising Dept., W. J. Voit Rubber Corp., Section C.S.J., 1600 East 25th St., Los Angeles, Calif.*

(For Convenience Circle Index Code 043)

★ The how, what, why, and when of aluminum are told and illustrated in a 16-page booklet "The Story of Aluminum" just published by Kaiser Aluminum & Chemical Corporation, Oakland, Calif. In condensed, easy-to-follow style, it outlines the reasons behind the growth of aluminum to its position as volume leader in metals other than iron or steel, methods of production and highlights of its discovery and history. Copies may be obtained for classroom use and distribution from: *Kaiser Aluminum, Section C.S.J., 1924 Broadway, Oakland 12, Calif.*

(For Convenience Circle Index Code 044)

★ A colorful, new 32-page, 1954, catalog featuring the complete line of Monroe folding banquet tables designed for institutional use, folding chairs and Monroe trucks for folding tables and chairs, may be procured by writing: *The*

(Continued on page 82A)

The care and cleaning of chalkboards

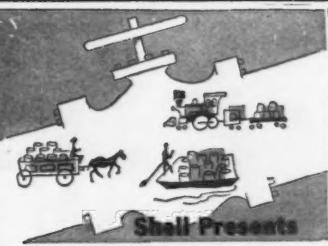


As pioneers in the manufacture of a complete line of fine chalkboards, chalk and erasers, we have learned a great deal about chalkboard care. This information has been presented in an easy-to-read, manual. Information includes, "Breaking-In the Chalkboard", "Cleaning the Chalkboard", "Use of Erasers", and other helpful "pointers".

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OIL, THE INVISIBLE TRAVELER

This is the impressive story of the pipe lines, tankers, barges, tank cars, and trucks that deliver liquid energy to a nation that moves on oil. The growth of oil transport from the days of the wooden barrel is graphically traced in this color movie.

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More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast:

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
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- Positive, non-pinchng seat lock
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FEATURES THAT MEAN MORE!



Vertical steel bracing bars within tubular legs provide extra strength, rigidity to rivets, hinges, mechanism. Steel dome feet for smooth gliding can also be covered with mar-proof white rubber feet.

WRITE FOR CATALOG

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Now, elementary girls can join their high school and college sisters in the fun of wearing colorful, flattering Moore Gym Suits. All girls love the smart good looks and comfortable fit of these sunny, Sanforized Moore suits. They're sturdily constructed to give years of wear...and appropriately priced within a school girl's budget. See all the exciting Moore Gym Suits illustrated in the new, full-color booklet, yours free on request. Or send for sample suits. Write today.



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FIRST and ONLY folding table with ALL-STEEL unit-structure design!

Tracy's light-weight, welded steel frame combines the apron and edge in one unit. Unique Tracy design also features a lengthwise, hinged, brace-beam that supports the top and simultaneously locks both tubular steel pedestals. Single latch release permits easy one-man folding. Folds flush for compact storage.

Choice of tops . . . brown tempered masonite Preswood or beautiful Formica, stocked in three colors. (Other colors on special order)

Choice of three decorator colors for frame and X-type pedestals.

SPECIFICATIONS: 6 or 8 foot lengths; 30 inch width; 29 inch height for adults or 24 inch height for children.

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New Supplies

(Concluded from page 79A)

Monroe Company, Section C.S.J., 6 Church St., Colfax, Iowa.

(For Convenience Circle Index Code 045)

★ The Cereal Institute, Chicago, offers a free 24-page booklet entitled, "Breakfast in the Modern Reducing Diet," which features the importance of the cereal and milk serving. This is a timely tie-in with the weight control program, and the Cereal and Milk May Festival. For a copy write: Cereal Institute, Inc., Section C.S.J., 135 S. LaSalle St., Chicago 3, Ill.

(For Convenience Circle Index Code 046)

★ A new, 20-page, illustrated RCA sound products catalog listing the company's latest line of sound equipment, has been published by the RCA Engineering Products Division. The new booklet is divided into sections dealing with such sound products as microphones, amplifiers, speakers, intercommunications equipment, television Antenaplex systems and unit-built cabinets and racks. Each section in turn presents a list of products designed to meet needs from portable systems to large sound installations. Copies may be obtained by writing: Sound Products Div., Radio Corporation of America, Section C.S.J., Camden, N. J.

(For Convenience Circle Index Code 047)

★ A new Prang booklet, profuse with illustrations photographed from actual finished pieces, is titled "Now You Can Do It Yourself." It is representative of the best in creative textile decoration in America today, and is available at art departments and stationery stores, or from the publishers, for a small 35-cent charge: The American Crayon Company, Section C.S.J., Sandusky, Ohio.

(For Convenience Circle Index Code 048)

★ To enable typing students to learn quickly all the important machine components of the electric typewriter, Remington Rand, Inc., has released for free distribution a completely new classroom large wall chart (22 inches long by 17 inches wide). The chart, printed on heavy paper stock, readable from any section of the classroom, is legended, with arrows pointing to the principal electric typewriter elements, for quick visual inspection by typing pupils. Copies are available from: Typewriter Educational Services, Remington Rand Inc., Section C.S.J., 315 Fourth Ave., New York 10, N. Y.

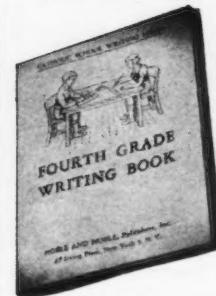
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★ A new 12-page catalog showing a complete variety of treads, thresholds, and miscellaneous accessories, and the metal in which they are available, is obtainable free upon request to: Wooster Products, Inc., Dept. S-4, Section C.S.J., Wooster, Ohio.

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★ "P. C. Glass Blocks for Industrial, Commercial, and Public Buildings," is a new 24-page catalog designed as a reference manual for architects, engineers, and contractual personnel. Information on physical performance; technical data on light transmission, insulation values, installation detail drawings, accessory materials, and complete specifications are fully covered. Copies may be obtained by writing: Pittsburgh Corning Corp., Section C.S.J., One Gateway Center, Pittsburgh 22, Pa.

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Code No.	Page No.	Code No.	Page No.
40 All American Suppliers.....	26A	441 Doubleday & Co., Inc.....	8A
41 Allied Radio Corp.....	30A	442 Dutton & Co., Inc., E. P.....	20A
42 All Steel Equipment, Inc.....	57A	443 Eastman Kodak Company.....	9A
43 Allyn and Bacon.....	20A	444 Electric Aire Engineering Corp.....	52A
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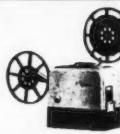
40	411	422	433	444	455	467	478	489	499	4110	4121
41	412	423	434	445	456	466	477	488	4100	4111	4122
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